Centerville-Abington Community Schools

115 West South Street
Centerville, IN 47330

Certified Employees Evaluation Handbook of Guidelines, Procedures, and Policies

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Indiana

A District Accredited School Corporation Since 2007

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by Indiana Code 20-28-11.5. The IDOE will not be "approving" plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan.

Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	Centerville-Abington Community Schools
School Corporation Number	8360

Annual Evaluations

Requirement	Statute	Examples of Relevant Information	Reference Page Number
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	Pgs. 6-10

Objective Measures of Student Achievement and Growth			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	Pgs. 15, 21, 25 29, 33-34; 39-40;45;49;60-62;67-75
Student performance results from statewide assessments evaluations of employees whose primary responsibility is teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	Pgs. 61-62
Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	Pgs. 61-62.
Student assessment results from locally developed assessments and other test measures in evaluations of all employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	Pgs. 10-11; 61-62; 67-75

Rigorous Measures of Effectiveness			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	Pgs. 6-11; 12-14; 17-20; 22-25; 26-28; 30-34; 35-39; 41-44; 47-49; 57-40

Designation in Rating Category

Requirements	Statute	Examples of Relevant Information	Reference Page Number
A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	Pgs. 7-12; 15-17; 21-22; 25; 29-30; 35-36; 40-41; 45-46; 49; 56; 62; 66-67
A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	Pgs. 6-7; 60-62
All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	Pgs. 6-7; 60-62; 67-75

Evaluation Feedback

Requirements	Statute	Examples of Relevant Information	Reference Page Number
Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	Pgs. 6-12; 55-57; 62-64

Evaluators

Requirements	Statute	Examples of Relevant Information	Reference Page Number
Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	Pgs. 6-9; 77-78;

Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	We will not be using teachers as evaluators. Page 8
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	Pgs.77-78

Feedback and Remediation Plans			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	Pgs 6-10; 56-57
Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	Pgs. 56-57
Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	Pgs. 56-57
Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	Page 7

Instruction Delivered by Teachers Rated Ineffective			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**

The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Pgs. 6-9
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	Page 9

Certified Employees' Evaluation Guidelines and Protocols
Centerville-Abington Community Schools

1. For the purpose of certified employee evaluations and compensation, Centerville-Abington Community Schools defines **Teacher Leadership** as follows. Every teacher is considered a **leader** of students and will not be singled out for purposes determined to destroy cooperation among and between teachers. Our school corporation believes teachers take on very important roles of **leadership** as an embedded part of their daily duties.

2. For the purpose of certified employee evaluations and compensation, Centerville-Abington Community Schools defines **Academic Needs of Students** as follows. Every teacher is considered to be taking into consideration the **academic needs** of all of his/her students. Our school corporation believes all teachers daily address the **academic needs** of all students.

3. At Centerville-Abington Community Schools, we are using the Administrator Assistance (AA) Evaluation Model, which is research-based, practical, integrates all state standards for each certified staff member and is an effective tool to evaluate all certified employees of our school corporation. All certified employees will be evaluated annually using versions of our model for each level of certification. This evaluation system includes rigorous measures of teacher effectiveness, uses a wide-range of objective data, and allows for a designation of Highly Effective, Effective, Improvement Necessary and Ineffective as a result of the final summative evaluation concluded annually as soon as all available data is available to the evaluator. The our model include a system of improvement for all teachers rated Ineffective and stipulates that any teacher deemed having a negative impact on student learning cannot receive a rating in the top two categories, nor can he/she receive any type of merit/performance pay for any given year.

4. For purposed of following the statutes and administrative guidelines coming from the state, DOE and the State Board of Education, SEF defines a **NEGATIVE IMPACT ON STUDENT LEARNING** as follows. For teachers of grades 4-8, who receive growth model scores from the DOE, those teachers will be defined as the DOE defines teachers who are given the designation of **NEGATIVE IMPACT**

ON STUDENT LEARNING. For all other teachers, **NEGATIVE IMPACT ON STUDENT LEARNING** will be defined as any teacher who is scored in the **INEFFECTIVE** category on their summative evaluation will be designated as being a **NEGATIVE IMPACT ON STUDENT LEARNING** and not be eligible for any performance raise. Additionally, any teacher rated Improvement Necessary also cannot receive a performance pay increase for the year of the negative evaluation.

5. Our evaluation model includes two basic parts. Part A is the performance evaluation which has general observation rubrics for each of the 33 questions. Part B is the student data portion of the summative evaluation that uses numerous objective data points to determine certified staff effectiveness. Part B complies with all state statutes that address this topic. Under Part B, "LIA" stands for Locally Indicated Assessments, which are Indiana standards-based comprehensive exams that are statistically accurate to assess instructional effectiveness but which are NOT a standardized test exam.

6. Once the evaluation is completed for each certified staff member, those deemed to be rated in the either of the bottom two rating categories will work collaboratively with the evaluator to complete an improvement plan that will be implemented at the beginning of the next school year and will be reviewed no later than 90 days after the first day of school to determine if improvements in deficient areas are effectively addressed. At that point, modifications may be necessary to continue the improvement process. The performance improvement/remediation plan must require the use of the license renewal credits in professional development activities intended to help the teacher achieve an effective rating on the next performance evaluation. Any certified employee that has been rated as Ineffective for two consecutive years, may be considered for termination at the end of his/her second evaluation once all components have been received and the employee notified of the final rating by the evaluator. However, there is no mandatory termination.

7. Each year, our evaluation system will be modified as needed to make the evaluation processes the best they can possibly be.

8. Each certified staff member will have at least two long observations(one unannounced and one unannounced) and more if deficiencies are noted. The final summative evaluation conference will not take place until all components of the evaluation are completed and each certified staff member has been notified of the final exit evaluation meeting.

9. All tracking and data storage will ultimately be managed and stored securely by the evaluator. Certified staff may report certain data to the evaluator for purposes of compiling the final summative evaluation.

10. A certified staff member, who receives a rating in the bottom two categories, may request a meeting with the superintendent to discuss the evaluation results within five business days from the time of the final summative evaluation conference with the evaluator. There is no obligation to change a summative evaluation by the superintendent but, instead, the superintendent may give good advice to the certified employee so he/she can undertake necessary improvement steps. Our district takes the position that the evaluator is a trained professional, who is capable of making these evaluation decisions. Every certified

staff member will be fully trained in the formation and implementation of each of the evaluation systems used in our district.

11. Our district will not use third party evaluators. We will only use trained administrators.

12. For each certified staff member, a primary evaluator will be designated. Other administrators may be given authority to give input, where applicable, to the primary evaluator, who will have the final determination in developing the ratings for each certified staff member.

13. The superintendent will evaluate the assistant to the superintendent and the school psychologist. The assistant principals, the athletic director, and guidance counselors will all be evaluated by the principal to determine the final summative rating in one of the four categories.

14. The superintendent will be evaluated by each board member separately and then a composite average score will be determined for a final summative rating. .

15. All evaluation models may be modified as necessity dictates at any time necessary to make the process more fair and equitable to all concerned.

16. Centerville-Abington Community Schools uses sound research to make final determinations about what will be included in any performance evaluation and/or objective data used to fuel the evaluation. With that as a given, the research is clear that all standardized tests are forms of intelligent quotient tests and thus do not reflect instruction effectiveness nor are they instructionally sensitive. However, the state is requiring their use to determine an effective rating for certified staff despite this research and disclaimers from standardized testing companies, ie. McGraw Hill and North West Education Association. Therefore, our district will minimize the effect of these types of tests on certified staff evaluations while still following the letter and intent of all state statutes.

17. In cases of any long term leave, regardless of the reason, of a certified staff member that makes determining an accurate summative evaluation possible, Centerville-Abington Community Schools adopts the following guidelines. A certified staff member must have worked at least 120 days out of 180 (taking into consideration all leave from actual duty) to qualify for any incentive/merit pay and cannot receive a final summative evaluation. If the certified staff member and the evaluator believe a fair final summative evaluation can take place, then this provision can be waived by the evaluator in writing to the certified staff member. For the certified staff member that does not remain on active duty for at least 120 or more days, his/her teaching status will be evaluated for job performance regardless of time on actual duty, but any final summative evaluation will not be completed and thus no rating for that year given. This is not to suggest that a teacher could not be retained or terminated for good and just cause as allowed in state statutes or for other reasons outlined in statute, but the summative evaluation cannot be used in making employment determination due to the lack of actual active duty work.

18. In cases of team teaching or shared students, the evaluator and certified staff member will try to reach consensus on what is deemed fair and equitable in regards to whom a particular student is assigned to in terms of accountability. If no agreement can be reached, the evaluator will make the final determination and put into writing his/her justification and the certified staff member's rebuttal, if necessary.

19. Any and all grievances/disagreements with regards to any aspect of this document and/or any part of the summative evaluation will be remedied by the superintendent as the final arbiter or school board, whenever the dispute is between the superintendent and school board.

20. There is an implied assumption that all performance evaluations have an element of professional subjectivity. However, every attempt will be given to the certified staff member to provide evidence to his/her support a given position that may or may not agree with a determination by his/her evaluator.

21. There is also an assumption that school board members, who are evaluating a superintendent, will only evaluate his position and no other certified position. Every attempt will be made to train the school board on how to properly evaluate the superintendent so they may execute an effective and fair evaluation of the superintendent.

22. Any new certified staff members in their first year at Centerville-Abington Community Schools Corporation will not be held responsible for data/growth that is not reflective of their service.

23. The building principal will do everything possible to keep students in our corporation from being instructed by two teachers rated infective for two consecutive years in a row. The building principal will notify parents when a student assignment to an ineffective teacher for the second year is unavoidable.

DEFINITION OF TERMS

ADMINISTRATOR:

Any certified administrator employed by Centerville-Abington Community Schools. This would be the superintendent, assistant superintendent, principals, assistant principals, athletic director, guidance counselors at the high school and junior high schools, and the school psychologist.

EVALUATOR:

1. Any certified administrator employed by Centerville-Abington Community Schools who has been trained in evaluating skills and is responsible for supervising other administrative personnel.

2. The school board, when acting solely as a five member unit in their legal capacity in the evaluation process of the superintendent. Individual school board members have no authority or responsibility in the evaluation process of any other school employee. **Note:** As per Indiana Code, all evaluators must be appropriately trained in school personnel evaluative techniques and skills.

LOCALLY IDENTIFIED ASSESSMENT:

An end of course or end of grade level assessment which meets all relevant and applicable Indiana Academic Standards and that is approved by the school administration because the administration believes the specified assessment serves as a reliable, valid, rigorous measure of student achievement and progress for a specified course or grade level.

OBSERVATION:

Teachers shall be evaluated using multiple sources of evidence and data. A minimum of two classroom observations (at least one announced and one unannounced) shall be done annually. A formal conference must be held to share the final summative evaluation. A minimum of one walk-through is required though the school year for the purpose of collecting data to be used for the administrator's final

summative evaluation and/or for future instructional improvement activities to be determined by the evaluator.

POST CONFERENCE OBSERVATION MEETING:

A meeting between the administrator and evaluator may be held after any observational and/or evaluative activity or event. There must be a pre-observation and a post-observation meeting on the announced classroom visit.

PROFESSIONAL PRACTICE EVIDENCE:

Data collected by the evaluator and/or data submitted by the individual that provides objective evidence to support the final summative evaluation rating. Evidence must directly correlate to the performance evaluation components, as outlined in this evaluation document.

SUMMATIVE/PERFORMANCE EVALUATION:

An official, summative evaluation in which instructional, leadership, professionalism and student achievement data are collected, analyzed, and a determination is made regarding the individual evaluation rating and/or placement. The summative evaluation shall occur at least on an annual basis. All certificated evaluated employees will receive completed feedback within seven business days from the completion of the evaluation.

STUDENT ACHIEVEMENT DATA (Formal and Informal):

Student academic performance information that consists of the results of multiple student academic assessments and/or activities. Following are some potential assessments and/or activities that may be used as student achievement data: The school's rank/grade as per the state grading system for individual schools (A-F), State Growth Model information, ISTEP+, End of Course Assessments, NWEA, mClass, local corporation identified assessments, teacher constructed assessments, student projects and/or assignments, observations, and any other academic assessment or activity determined to be appropriate by the evaluator.

ADMINISTRATOR EVALUATION REQUIREMENTS AND PROCESSES

1. All principals, the assistant superintendent and school psychologist will be evaluated in summative form at least one time annually by the superintendent of schools. Principals will evaluate assistant principals, counselors and the athletic director. Additional self summative evaluations shall be determined at the discretion of the employer/administrator. Administrators shall be evaluated by measuring his/her professional performance with regard to and in comparison with the criteria and components described and set out in this evaluation document. Administrators shall be rated in one of four categories with regard to their summative evaluation. The four categories are "highly effective," "effective," "improvement necessary" and "ineffective." A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the administrator, not later than (7) business days after the evaluation is conducted.

2. Multiple observational and/or evaluative activities or events of various lengths of time may be used as one basis to collect data to inform the summative evaluation for each administrator. Evaluator ratings for all components of the summative evaluation for each administrator shall be based upon overall performance outcomes and sufficient objective evidence, data, and/or documentation, free from bias or subjective opinion, versus preferred methodology and/or processes. The annual summative evaluation must be completed by the last administrator contractual day of the school year unless necessary student achievement data from the state has not been supplied by the last

administrator contractual day of the school year. In that case, the evaluation may be completed as soon as the evaluator has the data in question and can reasonably schedule a meeting with the administrator(s) still needing finalized summative evaluations. In the event of administrator termination, cancelation of contract and/or reduction in force, the evaluator and/or the Superintendent may implement the statutory process necessary even without state assessment data. In these cases, all other necessary and relevant data may be used in the termination, cancelation of contract and/or reduction in force process.

3. Student achievement data will be compiled and analyzed by the evaluators to inform the summative evaluation for each administrator.

4. Upon completion of any observational and/or evaluative activity or event, the evaluator may provide activities for performance improvement and/or professional development, which will be implemented by the administrator in question.

5. Any administrator receiving an "ineffective" or "improvement necessary" rating on any summative evaluation shall be placed on a performance improvement plan (remediation plan) by his/her evaluator. Specific professional performance goals, objectives, and/or professional development activities, with time frame expectations included, but not longer than (90) ninety school days in length, will be developed by the evaluator to correct the deficiencies noted in the evaluation for the administrator in question. The performance improvement/remediation plan must require the use of the administrator's license renewal credits in professional development activities intended to help the administrator achieve an effective rating on the next performance evaluation. If the superintendent did not conduct the performance evaluation, the superintendent may direct the use of the administrator's license renewal credits. The administrator will comply with and fully implement all recommendations and/or directives for performance improvement and/or professional development.

6. An administrator who receives a rating of "ineffective" may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the administrator received a rating of "ineffective." The administrator is entitled to a private conference with the superintendent or superintendent's designee.

TEACHER AND ADMINISTRATOR PLACEMENT CATEGORIES

1. Probationary: Teacher/Administrators newly hired by Centerville-Abington Community Schools on or after **July 1, 2012**.
2. Established: Teacher/Administrators hired by Centerville-Abington Community Schools before **July 1, 2012**.
3. Professional: Any "Probationary" teacher/administrator rated on their summative evaluation as "effective" or "highly effective" in three of five years. (Note: This category placement cannot occur prior to the 2015-2016 school year.)

A "Professional" teacher/administrator as per the category listed above reverts to "Probationary" status if the administrator receives one "ineffective" summative evaluation. An "Established" administrator may be dismissed for incompetence upon receiving two consecutive "ineffective" summative evaluation ratings or three out five summative evaluation ratings in the bottom two categories of performance ("improvement necessary" and/or "ineffective").

The superintendent may decline to continue a probationary administrator's contract if the probationary administrator:
1. Receives an "ineffective" rating on a summative evaluation.
2. Receives two consecutive "improvement necessary" ratings on a summative evaluation.
3. Receives any combination of "improvement necessary" or "ineffective" ratings within five year.

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SUPERINTENDENT EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR SUPERINTENDENT

Name: _____

Evaluation Year: _____

Total Years of Administrative/Teaching Experience: _____

Length of Service as Superintendent:_____

The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective – 3 points – Superintendent nearly always demonstrates a strong competency in the area.
Effective – 2 points – Superintendent routinely demonstrates a competency in the area.
Improvement Necessary – 1 point – Superintendent sometimes demonstrates competency in the area.
Ineffective – 0 points. Superintendent rarely demonstrates competency in the area.

Directions for the Summative Evaluation:
1. The board completes Part A of the evaluation plan.
2. The board completes Part B and uses data supplied by IDOE.
3. Two board members then meet with superintendent to discuss the evaluation.

I. Leadership
1. Develops, implements, promotes and monitors continuous improvement.
2. Collaboratively develops, implements, monitors and forges consensus for change to improve student learning.
3. Analyzes available instructional resources including applications of technology and assigns them in a cost effective and equitable manner to enhance student outcomes.

4. Applies effective methods of providing, monitoring, evaluating and reporting student   achievement and uses good research and assessment to improve the learning process.
5. Involves the faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.
6. Mentors emerging leaders.
7. Confronts challenges as they emerge and is not afraid to make the necessary decisions to solve them.

_____**Total Score out of 21 points possible**.

II. Policy and Governance
1. Understands, interprets, and complies with federal and state laws, rules, regulations, contracts and policies.
2. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
3. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.
4. Keeps informed, and plans for anticipated and actual changes of regulatory and compliance requirements for the corporate level.
5. Participates in professional development opportunities to maintain certification in key regulatory and accreditation areas and keeps appraised of state educational issues.

_____**Total Score out of 15 points possible**.

III. Communications
1. Demonstrates effective communications skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments.)
2. Has kept an open and honest communication between with board members to ensure that the board maintains a good knowledge of the organization.
3. Keeps the board informed of educational objectives and programs.
4. Review requests, questions, and complaints prior to formal presentation to the board.

_____**Total Score out of 12 points possible**.

IV. Community Relations
1. Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
2. Keeps communities informed on conditions and needs of the school.
3. Establishes effective school/community relations, school/business partnerships and public service.
4. Works cooperatively with parents and community groups concerned with progress in school.
5. Represents the school in the community, country and state.

_____**Total Score out of 15 points possible**.

V. Human Resource Management

1. Models effective behaviors and skills, and builds morale among staff and volunteers.
2. Recommends to the board quality personnel for professional and support staff vacancies.
3. Places a value of quality evaluation of all personnel
4. Promotes professional development opportunities for personnel

_____**Total Score out of 12 points possible**.

VI. Fiscal Management
1. Knowledgeable regarding financial planning, budgeting, management of the taxpayer's investments and endowments, and understands the place of each, in the school's overall financial future.
2. Presents financial reports to the board on a regular basis and submits an annual budget for board review, revision and approval.
3. Ensures that a clear and accurate accounting system is maintained, allowing the board to monitor the school's finances and operations in relationship to the approved budget and to make informed financial decisions.

_____**Total Score out of 9 points possible**.

VII. Professional Behavior and Image
1. Manifests a professional code of ethics and demonstrates personal integrity.
2. Promotes the value that moral and ethical practices are established and followed in each classroom, school and extracurriculars.

_____**Total Score out of 6 points possible**.

VIII. Facilities Management
1. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs.
2. Increase efficiency of corporate resources maximizing daily operations.
3. Effectively supervises for the safe and effective operation and maintenance of school plants and transportation.

_____**Total Score out of 9 points possible**.

Part A Score: Points _____ (Out of a total 100 points possible)

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR THE SUPERINTENDENT

I. **Data Scoring (80%)**
The superintendent receives the same grade as his/her school corporation but only after two years in the job.

> Grade of A = 80 points = Highly Effective
> Grade of B = 60 points = Effective
> Grade of C = 40 points = Improvement Necessary
> Grade of D = 20 points = Improvement Necessary
> Grade of F =   0 points = Ineffective

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)
Subtotal Score: _____ (Out of a total 80 points possible)

II. Goals/Objectives (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	20
Meets all goals, may exceed one	Effective (E)	15
Meets only one goal	Improvement Necessary (I)	10
Meets no goals	Ineffective (IN)	5

Subtotal Score: _____ (Out of a total 20 points possible)

Part B Evaluation Summary Comments:

Part B Total Score: _____ (Out of a total 100 points possible)

The superintendent receives the same grade as his/her school corporation but only after two years in the job.

Grade of A = 100 points = Highly Effective
Grade of B =   80 points = Effective
Grade of C =   60 points = Improvement Necessary
Grade of D =   40 points = Improvement Necessary
Grade of F =   20 points = Ineffective

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Score: _____ (Out of a total 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Combined:

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.	Performance typically exhibits strengths that impact students, staff, and school climate.	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.
Points 40 - 79	Point 80 - 119	Points 120-159	Point 160-200

Part A Total Score _____
Part B Total Score _____

Total Points_____ (Out of a total 200 points possible)

Signatures

Date of Evaluation Conference_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.
Administrator's Signature

_____

(Superintendent's signature does not automatically indicate agreement.)

PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR PRINCIPAL AND ASSISTANT PRINCIPAL

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

Administrator Effectiveness: Administrators know that teacher quality is the most important in-school factor relating to student achievement. Administrators drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, administrators are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness. Scoring is a 3, 2, 1 or 0 for each question with 45 points possible.

_____1. There is evidence that the administrator exudes high expectations for everyone under their supervision; Learning goals are communicated to parents and stakeholders. (1.3.1)

_____ 2. The administrator recognizes the efforts of staff to utilize rigorous LIAs to define and lead a school's culture and drive a sense of urgency. A culture of using objective data involving all staff members is exhibited. (1.3.2)

_____ 3. Building instructional time and routines are systematically monitored to allow innovative opportunities for increased/enhanced instructional time. (1.3.4)

_____ 4. Monitoring collaborative efforts and collaborative practices to ensure a constant focus on student learning, solving specific challenges, and holding teams accountable for their results while encouraging a culture where teachers make correction to their instructional approaches based on personal reflection (1.2.3)

_____ 5. Monitors the effectiveness of the systems involved and/or conducts the recruiting, hiring, and support of effective teachers who are diligent individuals who fit a rigorous school culture. Personnel are placed in positions to ensure that all students have equal access to highly effective teachers (1.1.1)

_____ 6. Treats staff fairly in monitoring the time and/or evaluation procedures to consistently improve the evaluation process, while utilizing teacher evaluation to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance (1.1.2)

_____ 7. Frequently provides learning opportunities for staff aligned to professional needs based on student academic performance data and teacher evaluation results. These opportunities come in a variety of formats including highly effective teachers supporting their peers and allowing for time and resources dedicated to these opportunities (1.1.3).

_____ 8. There is evidence that the administrator designs and implements succession plans for every position in the school, while encouraging and supporting teacher leadership and progression on career ladders. These plans include opportunities for emerging leaders to have authority to complete leadership tasks, while recognizing and celebrating such leaders. (1.1.4)

_____ 9. Encourages and supports staff members in seeking out responsibility for tasks within the building while monitoring and supporting staff in his/her management of such responsibilities. (1.1.5)

_____ 10. The administrator uses staff placement to support instruction by leveraging teacher effectiveness to further generate student success by assigning staff to professional learning communities that compliment
individual strengths and minimize weaknesses in ways such that support school goals and maximize student achievement. (1.1.6)

_____ 11. Addresses those teachers evaluated in the Improvement Necessary and/or Ineffective categories by working cooperatively with those teachers in developing remediation. (1.1.7)

_____ 12. Tracks remediation plans and stays in frequent communication with teachers on improvement plans to ensure necessary support is occurring (1.1.7)

_____ 13. Supports a school-wide instructional vision and/or mission by defining long, medium and short-term application of the mission/vision. (1.2.1)

_____ 14. Monitors and measures progress toward the mission/vision. The administrator will frequently revisit and discuss the vision/mission to ensure appropriateness and rigor. (1.2.1)

_____ 15. Classroom observations will be used to support student academic achievement through systems and schedules that allow all teachers to be frequently observed. Observations allows for feedback provided directly to the teachers and allows for an opportunity to give meaningful input. (1.2.2)

_____**Total Score out of 45 points possible**

Evidence: (Classroom observation forms, building schedules, staff meeting agendas, professional development opportunities, multi-media communication forms, school data files)

Leadership Actions: Administrators are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school-wide culture of achievement aligned to the school's vision of success for every student. Scoring is a 3, 2, 1 or 0 for each question with 39 points possible

_____1. Modeling professional, ethical, and respectful behavior at all times, while expecting students and colleagues to display professional, ethical and respectful behavior at all times, as well. (2.1.1)

_____ 2. Articulates and communicates appropriate behavior to all stakeholders, while creating mechanisms, systems, and/or incentives to motivate staff/students/colleagues to do so. (2.1.1)

_____3. Establishes and monitors yearly, monthly, weekly and daily priorities and objectives by identifying and consistently prioritizing activities by placing the highest-emphasis on student achievement. (2.1.2)

_____4. Develops systems that actively solicit feedback and help from all key stakeholders. Acts upon feedback when appropriate to shape strategic priorities aligned to student achievement (2.1.3)

_____5. Consistently achieves and/or exceeds expected goals (as established with evaluator) by regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement. (2.1.4)

_____6. Takes risks to support student achievement that includes establishing potential partnerships with groups/organizations. (2.1.4)

_____7. Aligns and ensures a culture of urgency that is sustainable by leading a relentless pursuit of continued academic and behavioral improvement. Progress should be celebrated. (2.2.1)

_____8. Messaging and monitoring the impact of key concepts (school's goals, needs, plans, successes and failures) by interacting with a variety of stakeholders (students, families, community groups, central office, teacher associations, etc.) and utilizing a variety of communications approaches (face-to-face conversations, newsletters, websites, presentations, etc.). (2.2.2)

_____ 9. Using and guiding others to utilize effective strategies to work toward consensus for change and improvement while monitoring the success of such strategies, revising strategies, and securing cooperation and/or building consensus from key stakeholders in implementing change and driving improvement. (2.2.3)

_____10. Benchmarking and setting clear, high performance expectations for staff and students that model high performing schools. This includes setting clear expectations (and creating systems and approaches to monitor such) regarding academic, behavioral practices across all classrooms which in turn encourage a culture in which community members, staff, and students are able to clearly articulate school and personal academic goals. (2.3.1)

_____11. Creating ambitious academic goals and priorities that are accepted as fixed and immobile, which have systems to monitor and celebrate the progress towards achievements of such goals. (2.3.2)

_____12. Academic goals and priorities are clearly articulated with high expectations for all staff, including rules and procedures that maintain a safe and positive culture which reflect a demonstration of the values, beliefs, and attitudes that inspire staff and students to higher levels of achievement. (2.3.2)

_____13. Data will be used as a basis for informed decision-making by the administrator and staff which is transparent, communicated to all stakeholders, monitored to formulate action plans, and includes review of further areas for additional data. (2.3.3)

_____Total Score out of 39 points possible

Evidence: (Logs or hard copies supporting items of interest to each question.)

Managerial Leadership: Administrators manage their fiscal resources and buildings with integrity and the best interest of students in mind. They focus their fiscal resources on student learning and ensure that their buildings provide the best learning atmosphere possible. Facilities are safe, well-maintained, and available to support student and community activities. Scoring is a 3, 2, 1 or 0 for each question with 6 points possible

_____1. Help develop, leverage, and prioritize resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes while monitoring and meeting all fiscal, physical and personnel resources efficiently and effectively. (3.1.1)

_____ 2. Effectively supervises for the safe and effective operation and maintenance of school. (3.1.1)

_____Total Score out of 6 points possible

Evidence: (Hard copies of examples)

Professionalism: Administrators display the highest degree of integrity, character, and ethics at all times. They are exemplary examples to both students and staff and are highly respected by their staff and their communities. An atmosphere of trust and respect is evident in the interaction of staff and students. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

_____1. Conscientiously and routinely studies and maintains the school's compliance with local/state/national laws and district policies while ensuring that professional, ethical and respectful behavior is maintained at all   times. (4.1.1)

_____2. Communicates and demonstrates mechanisms, systems, and/or incentives that establish the expectation of students and colleagues valuing diversity, encouraging an inclusive environment, and display of professional, ethical, and respectful behavior by staff and students at all times. (4.1.1)

_____3. Exhibits excellence in attendance, models punctuality for meetings, and establishes timelines/routines/mechanisms/procedures/policies for timely/methodical communication to staff and students of events, required meetings, building/district/state report completion, etc. (4.1.2)

_____Total Score out of 9 points possible

Evidence: (Notes and logs.)

Mandatory Core of Professionalism: Principals are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance.

_____One Point or No Points Awarded Possible

Evidence: (None needed unless an area is deemed Improvement necessary to maintain   his/her position.)

Part A Total Overall Score: _____ (Out of a total 100 points possible)

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR PRINCIPALS AND ASSISTANT PRINCIPALS

A principal receives the same grade as his/her school but only after two years in the job.

Grade of A = 100 points = Highly Effective
Grade of B =   80 points = Effective
Grade of C =   60 points = Improvement Necessary
Grade of D =   40 points = Improvement Necessary
Grade of F =   20 points = Ineffective

Bonus points = 15 for Four Star School Status

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Score: _____ (Out of a total 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.	Performance typically exhibits strengths that impact students, staff, and school climate.	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.
Points 40 - 79	Point 80 - 119	Points 120-159	Point 160-200

Total Points

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____ (Out of a total 200 points possible)

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.
Administrator's Signature

_____
(Administrator's signature does not automatically indicate agreement.)

<div style="border:1px solid">JR. HIGH/ELEMENTARY COUNSELOR EVALUATION COMPONENTS AND FORMS</div>

PART A: EVALUATION FORM FOR JR HIGH/ELEMENTARY COUNSELOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

Academic Achievement: School counselors utilize data, knowledge of current trends, and standards to impact academic achievement and to engage all students in critical thinking. Scoring is a 3, 2, 1 or 0 for each question with 21 points possible.

_____ 1. The school counselor utilizes data to monitor student achievement and works collectively with stakeholders to enhance student success.

_____ 2. The school demonstrates knowledge of current trends in student development and academic achievement. .

_____ 3. The school supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

_____ 4. The school counselor engages all students in problem solving, critical thinking and other activities.

_____ 5. The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.

_____ 6. The school counselor supports all students in developmentally appropriate academic preparatation essential for a wide variety of options.

_____ 7. The school counselor analyzes the tests to identify strengths and weaknesses of the students.

_____ Total score out of 21 points possible

Evidence:

Student Assistance Services: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration. Scoring is a 3, 2, 1 or 0 for each question with 27 points possible.

_____ 1. The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and other.

_____ 2. The school counselor facilitates all students' understanding of safety and survival skills, and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.

_____ 3. The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.

_____ 4. The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture

_____ 5. The school counselor describes how decisions students make and the possible consequences.

_____ 6. The school counselor describes the obligations children have to their family, community, and society.

_____ 7. The school counselor identifies at-risk behaviors that challenge students and set healthy goals in those areas.

_____ 8. The school counselor identifies conflicts common to students and describes appropriate conflict management techniques.

_____9. The school counselor identifies appropriate resources available to students to help them address stressors and conflicts common to students.

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_____ **Total score out of 27 points possible**

Evidence:

Career Development: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

_____1. The school counselor is a resource for career programs that is age-appropriate and aligned with local, state and national standards.

_____ 2. The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the real world of work.

_____ 3. The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.

_____ 4. The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

_____5. The school counselor makes annual revisions as appropriate to a student's career plans.

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_____ **Total score out of 15 points possible**

Evidence:

Leadership Level of Performance : School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program. Scoring is a 3, 2, 1 or 0 for each question with 27 points possible.

_____1. The school counselor establishes professional goals and pursues opportunities to grow. .

_____ 2. The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community. .

_____ 3. The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of student's needs.

_____4. The school counselor adheres to ethical standards of the counseling professional, respects student confidentiality, and follow the laws, policies, and procedures, which govern school programs.

_____5. The school counselor organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation.

_____6. The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student service.

_____7. The school counselor evaluates how the K-8 education is preparing children and advises the principal accordingly.

_____8. The school counselor is able to maintain professional relationships with all staff members.

_____9. The school counselor works closely with the principal and informs him of any problems that he needs to be aware.

.
_____ Total score out of 27 points possible

Evidence:

Mandatory Domain - Core Professionalism:
Four Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. Each guidance counselor must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified no later than January 1 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years I
   n a row is grounds for dismissal at the end of the second year. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year.**

_____ Total Score is 1 or 0 is possible.

Evidence: (None needed unless an area is deemed Improvement necessary to maintain   his/her
             position.)

Part A_____   Total Score (out of 100 points possible)

Part B - 50% - Percentage of referrals who received services _____
        50% - Percentage of eligible students enrolled in
             the 21st Century Scholars Program   _____

         Total Part B Score:_____(Out of a total 100 points possible)

   Part B Evaluation Summary Comments:

Part A and Part B; Combined:

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Total Points

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____(Out of a total 200 points possible)

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____
I acknowledge that I have reviewed and discussed this evaluation.

Counselor's Signature

_____
        (Administrator's signature does not automatically indicate agreement.

HIGH SCHOOL GUIDANCE COUNSELOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR HIGH SCHOOL COUNSELOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

Academic Development: Students gain knowledge and develop skills required to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for full range of options and opportunities following high school. Scoring is a 3, 2, 1 or 0 for each question with 33 points possible.

_____ 1. The guidance counselor analyzes their time-use and make plans for revision as needed.

_____ 2. The guidance counselor analyzes the most recent standardized test results to identify strengths and challenges.

_____ 3. The guidance counselor identifies sources of extra help available to students in grades 9-12 needing academic support.

_____ 4. The guidance counselor makes annual revisions as appropriate to their academic improvement plan based on their most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.

_____ 5. The guidance counselor annually revises postsecondary education goals as appropriate to reflect changes in their career plans.

_____ 6. The guidance counselor annually revises the four year high school course plans as appropriate to reflect changes in their career and postsecondary plans, standardized test scores, report card grades, and life experiences.

_____ 7. The guidance counselor develops a postsecondary transition plan.

_____ 8. The guidance counselor describes how to find and apply for merit based financial aid.

_____ 9. The guidance counselor describes how to find and apply for need-based financial aid.

_____ 10. The guidance counselor discusses annually the current relationship between the flexible career plans, postsecondary education goals, four year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revises each as appropriate.

_____ 11. The guidance counselor evaluates how the K-12 education has prepared the student for the future.

_____ **Total score out of 33 points possible**

Evidence:

Career Development: Students develop a positive attitude toward work; develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span; and gain an understanding of the relationship between success in school and future success in the world of work. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

_____ 1. The guidance counselor makes annual revisions as appropriate to a student's career plans.
_____ 2. The guidance counselor identifies several resources for finding employment (e.g., newspapers, professional associations, and professional networks.)
_____ 3. The guidance counselor discusses with a student the employment outlook for occupation(s) of interest.
_____ 4. The guidance counselor describes effective practices for interviewing.
_____ 5. The guidance counselor analyzes the workforce readiness of a student in terms of his self-management skills.
_____ **Total score out of 15 points possible**

Evidence:

Citizenship Development: Students develop personal management and team building skills needed to become successful learners, responsible citizens, and productive workers. Scoring is a 3, 2, 1 or 0 for each question with 30 points possible.

_____ 1. The guidance counselor describes the unique rights and responsibilities students have as young adults.
_____ 2. The guidance counselor describes decisions young adults make and the possible consequences of those decisions.
_____ 3. The guidance counselor identifies at-risk behaviors that challenge young adults and set healthy goals in those areas.
_____ 4. The guidance counselor identifies stressors common to young adults and describes appropriate stress management techniques.
_____ 5. The guidance counselor identifies conflicts common to young adults and describes appropriate conflict management techniques.
_____ 6. The guidance counselor identifies appropriate resources available to young adults to help them address stressors and conflicts common to young adults.
_____ 7. The guidance counselor describes decisions young adults make and the possible consequences of those decisions.
_____ 8. The guidance counselor describes the obligations young adults have to their family, community, and society.
_____ 9. The guidance counselor describes the personal and societal benefits of earning a livelihood.
_____ 10. The guidance counselor helps students develop a log of their school, work, and community activities.
_____ **Total score out of 30 possible points**

Evidence:

Professional Leadership: The guidance counselor adheres to ethical standards, grows professionally, advocates for student success, provides system support, and delivers a comprehensive school counseling program. Scoring is a 3, 2, 1 or 0 for each question with 21 points possible.
_____ 1. The guidance counselor establishes professional goals and pursues opportunities to grow professionally.
_____ 2. The guidance counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.
_____ 3. The guidance counselor collaborates with all stakeholders to advocate for the success of all students and increase awareness of students' needs.

_____ 4. The guidance counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.

_____ 5. The guidance counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

_____ 6. The guidance counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.

_____ 7. The guidance counselor is able to maintain professional relationships with all staff members.

Evidence:

_____ **Total score out of 21 points possible**

Mandatory Domain - Core Professionalism:
Four Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. Each guidance counselor must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified no later than January 1 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year.**

_____ **Total Score is 1 or 0.**

Part A _____ Total Score (Out of 100 points possible)

PART B EVALUATION FORM FOR HIGH SCHOOL GUIDANCE COUNSELORS

A high school guidance counselor receives the same grade as his/her school but only after two years in the job.

Grade of A = 100 points = Highly Effective
Grade of B =   80 points = Effective
Grade of C =   60 points = Improvement Necessary
Grade of D =   40 points = Improvement Necessary
Grade of F =   20 points = Ineffective

Bonus points = 15 for Four Star School Status

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part B Total Overall Score: _____ (Out of 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.	Performance typically exhibits strengths that impact students, staff, and school climate.	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.
Points 40 - 79	Point 80 - 119	Points 120-159	Point 160-200

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____ **(Out of a 200 points possible)**

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Counselor's Signature _____
(Administrator's signature does not automatically indicate agreement.

ATHLETIC DIRECTOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR ATHLETIC DIRECTOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Total Years as Athletic Director_____

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Athletic Director serves as a role model. Areas for professional growth are self-directed and continuous. Score = 3

Effective - Performance more often than not exhibits strengths that impact students, coaching staff and school climate. Athletic Director more often than not serves as a model areas or importance. Athletic Director makes an effort more often than not to grow and improve. Score = 2

Improvement Necessary - Performance typically are below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking. Score = 1

Ineffective – Athletic Director rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee. Score = 0

Administrator Effectiveness-The athletic director has developed a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.

_____1.   The athletic director has facilitated the athletic program mission statement and expectations. The mission is to be clearly linked to the academic mission of the school and district.

_____ 2. The athletic director defines expectations as they relate to the athletic program for coaches, student-athletes, parents, and the community.

_____ 3. The athletic director reviews the mission and expectations to assure it reflects the needs of the student-athlete, the school and the community.

_____ 4. The athletic director publishes the mission and expectations throughout the school community in a manner that ensures that all stakeholders are aware of athletic department's goals.

_____ 5. The athletic director develops and institutes curricula that advance sport specific training, conditioning, and skill development in all sports.

_____ 6. The athletic director develops specific programs and activities that are implemented by the athletic department to address the proper behavior of all student-athletes, coaches, parents and spectators at athletic contests.

_____ 7. The athletic director shall monitor the academic achievement of each student athlete throughout the high school years.

_____ 8. The athletic director promotes an athletic program that is safe, positive, respectful, and supportive and fosters the benefits of multi-sports athletics and the disadvantages of sports specialization.

_____ Total Points Possible (24)

Managerial Leadership-The athletic director provides sufficient support and resources to all student-athletes and sports programs. The athletic program is in compliance with all state and federal mandates. The athletic director has a clearly defined personnel evaluation plan in place which is designed to enhance the professional growth of all coaches. The athletic director promotes and supports all IHSAA rules and by-laws and is in compliance with all state and federal statutes.

_____ 1. The athletic director provides sufficient funding to assure quality athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, teaching materials and supplies to support each sport offering.

_____ 2. The athletic director shall insure adequate, properly maintained, refurbished or replaced equipment for all teams.

_____ 3. The athletic director shall allocate resources, programs and services for all sports equitably.

_____ 4. The athletic director shall be in compliance with all state and federal mandates of Title IX.

_____ 5. The athletic director provides equal opportunities for male and female athletes.

_____ 6. The athletic director oversees the athletic booster club.

_____ 7. The athletic director insures that all athletic facilities are properly maintained to ensure the safety of student-athletes.

_____ 8. The athletic director has clearly defined policies and procedures in place for the effective administration of the program.

_____ 9. The athletic director has developed a student athlete handbook that clearly defines all expectations for student athletes including, but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse, and is provided to all student-athletes and their parents.

_____ 10. The athletic director has written guidelines for all booster clubs explaining their role in the program.

_____ 11. The athletic director has emergency guidelines and evacuation procedures for all athletic events.

_____ 12. The athletic director has a formal evaluation plan for all head coaches and assistant coaches that promote the professional growth and competence of all coaches.

_____ 13. The athletic director allows for the meaningful input from student-athletes, parents, booster clubs, and the community into decisions
impacting the athletic program.

_____ 14. The athletic director regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete, teams and coaches.

_____ 15. The athletic director coordinates contest and practice schedules for coaches when necessary in a manner which maximizes the utilization of all facilities and resources.

_____ 16. The athletic director maintains an appropriate file of records, results, and awards.

_____ 17. The athletic director assumes the responsibility of the supervision of home athletic events.

[Type text]

_____ 18. The athletic director assists in organizing and scheduling interscholastic athletic transportation for athletic contests.

_____ 19. The athletic director serves as a manager and host for special tournaments of the county, conference and the I.H.S.A.A.

_____ 20. The athletic director procures, organizes and schedules officials and workers for conduction of contests.

_____ 21. The athletic director works with media regarding results, hosted events, and special press releases.

_____ 22. The athletic director plans and establishes the type of awards, methods of earning, and recognition programs for distribution to athletes.

_____ 23. The athletic director assists in the implementation of the random drug testing program.

_____ 24. The athletic director assists with supervision during the school day.

_____ 25. The athletic director models professional, ethical, and respectful behavior at all times.

_____ Total Points Possible (75)

Mandatory Core of Employment: Athletic Directors are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance.

_____ One Point or No Points Awarded

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part A Total Overall Score: _____

Part A Total Possible Points = 100

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR ATHLETIC DIRECTORS

1. The athletic director maintains fiscal responsibility with the overall athletic budget in the black. 50% of Part B
2. The athletic director has certified and qualified officials for every home contest. 25% of Part B
3. The athletic director has signed contracts from sending schools for all home and away athletic contests. 25% of Part B

Bonus Points
The athletic director will earn bonus points based on the following situations:

1. Receive the IHSAA Sportsmanship Award = 2 points

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part B Total Overall Score: _____

Part B Evaluation Summary Comments:

Part B Total Possible Points = 100.

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____
(Total Points Possible = 200)

Date of Evaluation Conference_____

Athletic Director's Signature _____
                                        (Administrator's signature does not automatically indicate agreement)

Evaluator's Signature _____

      Part A Total Overall Score: _____(Out of a total 100 points possible)

Part A Evaluation Summary Comments:

Part A Total Possible Points = 100.

<u>Part A and Part B Total</u>

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____ **(Out of a 200 points possible)**

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.
Athletic Director's Signature _____
                    (Administrator's signature does not automatically indicate agreement.

ASSISTANT TO THE SUPERINTENDENT

PART A: EVALUATION FORM FOR THE ASSISTANT TO THE SUPERINTENDENT

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

Administrator Effectiveness: Administrators know that teacher quality is the most important in-school factor relating to student achievement. Administrators drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, administrators are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.) Scoring is a 3, 2, 1 or 0 for each question with 45 points possible

_____1. There is evidence that the administrator exudes high expectations for everyone   under their supervision; Learning goals are communicated to parents and stakeholders. (1.3.1)

_____ 2. The administrator recognizes the efforts of staff to utilize rigorous LIAs to define and lead a school's culture and drive a sense of urgency. A culture of using objective data involving all staff members is exhibited. (1.3.2)

_____3. Building instructional time and routines are systematically monitored to allow innovative opportunities for increased/enhanced instructional time. (1.3.4)

_____ 4. Monitoring collaborative efforts and collaborative practices to ensure a constant focus on student learning, solving specific challenges, and holding teams accountable for their results while encouraging a culture where teachers make correction to their instructional approaches based on personal reflection (1.2.3)

_____ 5. Monitors the effectiveness of the systems involved and/or conducts the recruiting, hiring, and support of effective teachers who are diligent individuals who fit a rigorous school culture. Personnel are placed in positions to ensure that all students have equal access to highly effective teachers (1.1.1)

_____ 6. Treats staff fairly in monitoring the time and/or evaluation procedures to consistently improve the evaluation process, while utilizing teacher evaluation to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance (1.1.2)

_____ 7. Frequently provides learning opportunities for staff aligned to professional needs based on student academic performance data and teacher evaluation results. These opportunities come in a variety of formats including highly effective teachers supporting their peers and allowing for time and resources dedicated to these opportunities (1.1.3).

_____ 8. There is evidence that the administrator designs and implements succession plans for every position in the school, while encouraging and supporting teacher leadership and progression on career ladders. These plans include opportunities for emerging leaders to have authority to complete leadership tasks, while recognizing and celebrating such leaders. (1.1.4)

_____ 9. Encourages and supports staff members in seeking out responsibility for tasks   within the building while monitoring and supporting staff in his/her management of such responsibilities. (1.1.5)

_____10. The administrator uses staff placement to support instruction by leveraging teacher effectiveness to further generate student success by assigning staff to professional learning communities that compliment individual strengths and minimize weaknesses in ways such that support school   goals and maximize student achievement. (1.1.6)

_____ 11. Addresses those teachers evaluated in the Improvement Necessary and/or Ineffective categories by working cooperatively with those teachers in developing remediation. (1.1.7)

_____ 12.   Tracks remediation plans and stays in frequent communication with teachers on improvement plans to ensure necessary support is occurring (1.1.7)

_____ 13. Supports a school-wide instructional vision and/or mission by defining long, medium and short-term application of the mission/vision. (1.2.1)

_____ 14. Monitors and measures progress toward the mission/vision. The administrator will frequently revisit and discuss the vision/mission to ensure appropriateness and rigor. (1.2.1)

_____ 15. Classroom observations will be used to support student academic achievement through systems and schedules that allow all teachers to be frequently observed. Observations allow for feedback provided directly to the teachers and allows for an opportunity to give meaningful input. (1.2.2)

_____Total score out of 45 points possible

Evidence:

Leadership Actions: Administrators are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a school-wide culture of achievement aligned to the school's vision of success for every student. Scoring is a 3, 2, 1 or 0 for each question with 45 points possible

_____1. Modeling professional, ethical, and respectful behavior at all times, while expecting students and colleagues to display professional, ethical and respectful behavior at all times, as well. (2.1.1)

_____ 2. Articulates and communicates appropriate behavior to all stakeholders, while creating mechanisms, systems, and/or incentives to motivate staff/students/colleagues to do so. (2.1.1)

_____3. Establishes and monitors yearly, monthly, weekly and daily priorities and objectives by identifying and consistently prioritizing activities by placing the highest-emphasis on student achievement. (2.1.2)

_____4. Develops systems that actively solicit feedback and help from all key stakeholders. Acts upon feedback when appropriate to shape strategic priorities aligned to student achievement (2.1.3)

_____5. Consistently achieves and/or exceeds expected goals (as established with evaluator) by regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement. (2.1.4)

_____6. Takes risks to support student achievement that includes establishing potential partnerships with groups/organizations. (2.1.4)

_____7. Aligns and ensures a culture of urgency that is sustainable by leading a relentless pursuit of continued academic and behavioral improvement. Progress should be celebrated. (2.2.1)

_____8. Messaging and monitoring the impact of key concepts (school's goals, needs, plans, successes and failures) by interacting with a variety of stakeholders (students, families, community groups, central office, teacher associations, etc.) and utilizing a variety of communications approaches (face-to-face conversations, newsletters, websites, presentations, etc.). (2.2.2)

_____ 9. Using and guiding others to utilize effective strategies to work toward consensus for change and improvement while monitoring the success of such strategies, revising strategies, and securing cooperation and/or building consensus from key stakeholders in implementing change and driving improvement. (2.2.3)

_____10. Benchmarking and setting clear, high performance expectations for staff and students that model high performing schools. This includes setting clear expectations (and creating systems and approaches to monitor such) regarding academic, behavioral practices across all classrooms which in turn encourage a culture in which community members, staff, and students are able to clearly articulate school and personal academic goals. (2.3.1)

_____11. Creating ambitious academic goals and priorities that are accepted as fixed and immobile, which have systems to monitor and celebrate the progress towards achievements of such goals. (2.3.2)

_____12. Academic goals and priorities are clearly articulated with high expectations for all staff, including rules and procedures that maintain a safe and positive culture which reflect a demonstration of the values, beliefs, and attitudes that inspire staff and students to higher levels of achievement. (2.3.2)

_____13. Data will be used as a basis for informed decision-making by the administrator and staff which is transparent, communicated to all stakeholders, monitored to formulate action plans, and includes review of further areas for additional data. (2.3.3)

_____Total score out of 45 points possible

Evidence:

Managerial Leadership: Administrators manage their fiscal resources with integrity and the best interest of students in mind. They focus their fiscal resources on student learning and ensure that the corporation buildings provide the best learning atmosphere possible. Facilities are safe, well-maintained, and available to support student and community activities. Scoring is a 3, 2, 1 or 0 for each question with 6 points possible

_____1. Help develop, leverage, and prioritize resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes while monitoring and meeting all fiscal, physical and personnel resources efficiently and effectively. (3.1.1)

_____ 2. Meets or exceeds all state and IDOE health and safety standards. Standard operating procedures will include community access to facilities through a developed and well-maintained facility use procedure(s). (3.1.1)

_____Total score out of 6 points possible

Evidence:

Professionalism: Administrators display the highest degree of integrity, character, and ethics at all times. They are exemplary examples to both students and staff and are highly respected by their staff and their communities. An atmosphere of trust and respect is evident in the interaction of staff and students. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

_____1. Conscientiously and routinely studies and maintains the school's compliance with local/state/national laws and district policies while ensuring that professional, ethical and respectful behavior is maintained at all times. (4.1.1)
_____2. Communicates and demonstrates mechanisms, systems, and/or incentives that establish the expectation of students and colleagues valuing diversity, encouraging an inclusive environment, and display of professional, ethical, and respectful behavior by staff and students at all times. (4.1.1)
_____3. Exhibits excellence in attendance, models punctuality for meetings, and establishes timelines/routines/mechanisms/procedures/policies for timely/methodical communication to staff and students of events, required meetings, building/district/state report completion, etc. (4.1.2)

_____Total score out of 9 points possible

Evidence:

Mandatory Core of Employment: The Assistant to the Superintendent is given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year.**

_____ **One Point or No Points Awarded**

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part A Total Overall Score: _____(Out of a total 100 points possible)

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR THE ASSISTANT TO THE SUPERINTENDENT

An Assistant to the Superintendent receives the same grade as his/her corporation but only after two years in the job.

        Grade of A = 100 points = Highly Effective
        Grade of B =   80 points = Effective
        Grade of C =   60 points = Improvement Necessary
        Grade of D =   40 points = Improvement Necessary
        Grade of F =   20 points = Ineffective

        Bonus points = 15 for Four Star School Status

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Overall Score: _____(Out of a total 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Total Points

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____(Out of a total 200 points possible)

    .

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

[Type text]

I acknowledge that I have reviewed and discussed this evaluation.

Administrator's Signature

_____

(Administrator's signature does not automatically indicate agreement.)

SCHOOL PSYCHOLOGIST EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR SCHOOL PSYCHOLOGIST

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 3

Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2

Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1

Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by administrator. Score = 0

 Administrator Effectiveness: Administrators know that teacher quality is the most important in-school factor relating to student achievement. Administrators drive effectiveness through (1) their role as a human capital

manager and (2) by providing instructional leadership. Ultimately, administrators are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.) Scoring is a 3, 2, 1 or 0 for each question with 45 points possible

_____1. There is evidence that the administrator exudes high expectations for everyone   under their supervision; Learning goals are communicated to parents and stakeholders.

_____ 2. The administrator recognizes the efforts of staff to utilize rigorous LIAs to define and lead a school's culture and drive a sense of urgency. A culture of using objective data involving all staff members is exhibited.)

_____3. Building instructional time and routines are systematically monitored to allow innovative opportunities for increased/enhanced instructional time.

_____ 4. Monitoring collaborative efforts and collaborative practices to ensure a constant focus on student learning, solving specific challenges, and holding teams accountable for their results while encouraging a culture where teachers make correction to their instructional approaches based on personal reflection

_____ 5. Monitors the effectiveness of the systems involved and/or conducts the recruiting, hiring, and support of effective teachers who are diligent individuals who fit a rigorous school culture. Personnel are placed in positions to ensure that all students have equal access to highly effective teachers)

_____ 6. Treats staff fairly in monitoring the time and/or evaluation procedures to consistently improve the evaluation process, while utilizing teacher evaluation to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance

_____ 7. Frequently provides learning opportunities for staff aligned to professional needs based on student academic performance data and teacher evaluation results. These opportunities come in a variety of formats including highly effective teachers supporting their peers and allowing for time and resources dedicated to these opportunities

_____ 8. There is evidence that the administrator designs and implements succession plans for every position in the school, while encouraging and supporting teacher leadership and progression on career ladders. These plans include opportunities for emerging leaders to have authority to complete leadership tasks, while recognizing and celebrating such leaders.

_____ 9. Encourages and supports staff members in seeking out responsibility for tasks within the building while monitoring and supporting staff in his/her management of such responsibilities.

_____10. The administrator uses staff placement to support instruction by leveraging teacher effectiveness to further generate student success by assigning staff to professional learning communities that compliment individual strengths and minimize weaknesses in ways such that support school goals and maximize student achievement.

_____ 11. Addresses those teachers evaluated in the Improvement Necessary and/or Ineffective categories by working cooperatively with those teachers in developing remediation.

_____ 12.   Tracks remediation plans and stays in frequent communication with teachers on improvement plans to ensure necessary support is occurring

_____ 13. Supports a school-wide instructional vision and/or mission by defining long, medium and short-term application of the mission/vision.

_____ 14. Monitors and measures progress toward the mission/vision. The administrator will frequently revisit and discuss the vision/mission to ensure appropriateness and rigor.

_____ 15. Classroom observations will be used to support student academic achievement through systems and schedules that allow all teachers to be frequently observed. Observations allow for feedback provided directly to the teachers and allows for an opportunity to give meaningful input.

_____Total score out of 45 points possible

Evidence:

Assessment, Data-Based Decision Making and Accountability: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as a well as research and program evaluation to assist staff with effective decision making regarding student needs. Scoring is a 3, 2, 1 or 0 for each question with 18 points possible

_____1. Utilizes appropriate assessment and data collection methods
_____2. Contributes to school wide assessment and data-based practices for academic, social-emotional, and behavioral domains.
_____3. Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavior domains.
_____4. Conducts special education evaluations to inform eligibility, service, and programming decisions.
_____5. Completes evaluations in a timely manner.
_____6. Utilizes technology as part of data-based decision making practices.

_____Total score out of 18 points possible

Evidence:

Interventions and Instructional Support to Develop Academic, Social, and Life Skills: School Psychologists utilize their knowledge and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes. Scoring is a 3, 2, 1 or 0 for each question with 12 points possible

_____1. Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.
_____2. Contributes to intervention practices for academic, social-emotional, and behavioral domains.
_____3. Contributes to crisis response and intervention practices.
_____4. Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.

_____Total score out of 12 points possible

Evidence: (Logs or hard copies supporting items of interest to each question.)

Consultation and Collaboration: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist in creating and maintain effective learning environments. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

_____1. Engages in consultation and collaboration with school staff effectively.

_____ 2. Engages in consultation and collaboration with parents and families.

_____3. Engages in consultation and collaboration with community agencies and providers

_____**Total score out of 9 points possible**

Evidence:

Leadership: School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible

_____1. Seeks professional growth and learning opportunities to advance own knowledge.

_____2. Contributes to school and/or Profession of School Psychology.

_____3. Advocates for student success.

_____Total score out of 9 points possible

Evidence:

Professionalism: School Psychologist exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments. They are exemplary examples to both students and staff and are highly respected by their staff and their communities. An atmosphere of trust and respect is evident in the interaction of staff and students.

Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

_____1. Conscientiously and routinely studies and maintains the school's compliance with local/state/national laws and district policies while ensuring that professional, ethical and respectful behavior is maintained at all times.

_____2. Communicates and demonstrates mechanisms, systems, and/or incentives that establish the expectation of students and colleagues valuing diversity, encouraging an inclusive environment, and display of professional, ethical, and respectful behavior by staff and students at all times.

_____3. Exhibits excellence in attendance, models punctuality for meetings, and establishes timelines/routines/mechanisms/procedures/policies for timely/methodical communication to staff and students of events, required meetings, building/district/state report completion, etc.

_____**Total score out of 15 points possible**

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Mandatory Domain - Core Professionalism:

Four Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. The school psychologist must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas

listed here is deemed unsatisfactory, the teacher will be notified no later than January 1 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years I   n a row is grounds for dismissal at the end of the second year. **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year**

_____   **One Point or No Points Awarded**

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part a Total Overall Score: _____ (Out of a total 100 points possible)

Part Evaluation Summary Comments:

PART B EVALUATION FORM FOR SCHOOL PSYCHOLOGIST

A school psychologist receives the same grade as the school corporation but only after two years in the job.

Grade of A = 100 points = Highly Effective
Grade of B =   80 points = Effective
Grade of C =   60 points = Improvement Necessary
Grade of D =   40 points = Improvement Necessary
Grade of F =   20 points = Ineffective

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Overall Score: _____(Out of a total 100 points possible)

Part B Evaluation Summary Comments:

<u>Part A and Part B Total</u>

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Total Points

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____**(Out of a total 200 points possible)**

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.
Administrator's Signature

_____
    (Administrator's signature does not automatically indicate agreement.)

ADMINISTRATOR PROFESSIONAL GROWTH AND IMPROVEMENT PLAN

Name: _____   Date: _____

School Year: _____

Improvement Plan Goal/s: (Must be specific and measurable to area(s) from evaluation form.):

:

Strategies for completing goal/s:

Target Date for Completion/Review:

Administrator's Signature: _____

Date of Post Conference Evaluation Meeting_____

I acknowledge that I have reviewed and discussed this evaluation.
Signed: _____ Date:_____
      (Administrator's signature does not automatically indicate agreement.)

**NON-ADMINISTRATOR EVALUATION PART A AND B
SECONDARY MEDIA SPECIALIST**

Student Achievement Data Secondary School Data – PART A and B

Scoring for Secondary Media Specialist
Evaluators Will Use the Following Rubrics to Score Each Question
    Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Counselor serves as a model. Areas for professional growth are self-directed. Score = 4
    Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Counselor serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 3
    Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 2
    Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified, and an improvement plan will be developed. Direct and immediate intervention is required by   administrator. Score = 1

Purposeful Planning: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

_____ 1. The school librarian demonstrates knowledge of literature and current trends in library practice and information technology.

_____ 2. The school librarian establishes and successfully implements goals for the school library program appropriate to the setting and the students served.

_____ 3. The school librarian demonstrates knowledge of resources, both within and beyond the school and district.

_____ 4. The school librarian develops and implements a plan to evaluate the library program.

_____ 5. The school librarian establishes a culture for investigation and love of literature.

_____ 6. The school librarian establishes and maintains library procedures.

_____ 7. The school librarian organizes physical space to enable smooth flow.

_____ 8. The school librarian maintains and extends the library collection in accordance with the schools' needs and within budget limitations.

_____ Total score out of 32 points possible

Evidence:

Effective Instruction: Librarians, working collaboratively with classroom teachers, facilitate student academic performance so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

_____ 1. The school librarian creates an environment conducive to learning.

_____ 2. The school librarian demonstrates and clearly communicates content knowledge to students.

_____ 3. The school librarian engages students in academic content.

_____ 4. The school librarian checks for understanding.

_____ 5. The school librarian modifies instruction as needed.

_____ 6. The school librarian maximizes instructional time.

_____ 7. The school librarian assists students in the use of technology in the Media Center.

_____ 8. The school librarian collaborates with teachers in the design of instructional units and lessons.

_____ 9. The school librarian engages students in enjoying literature and in learning multiple literacy skills.

_____ Total score out of 36 points possible

Evidence:

Leadership: Librarian develops and sustains intense energy and leadership within their school community to ensure the achievement of all students.

_____ 1. The school librarian contributes to the school culture.

_____ 2. The school librarian collaborates with peers.

_____ 3. The school librarian establishes, evaluates, and maintains library procedures in regards to staffing, students or parent volunteers.

_____ 4. The school librarian advocates for student success.

_____ 5. The school librarian prepares and submits reports and budgets.

_____ 6. The school librarian communicates with the larger community.

_____ 7. The school librarian participates in a professional community.

_____ Total score out of 28 possible points

_____ 1. The school librarian seeks professional skills and knowledge.

This question is based on a 3,2,1,0 scale.

_____ Total score out of 3 possible points.

Evidence:

Mandatory Domain - Core Professionalism:
>   4 Core Areas: attendance; tardiness; rules/procedures/policies; and respect/rapport. Each teacher must satisfactorily PASS each of these mandatory core professional areas each year. If any of the four areas listed here is deemed unsatisfactory, the teacher will be notified no later than April 10 of each year of the improvements necessary to retain his/her position in the school district. A score of zero (0) two years in a row is grounds for dismissal at the end of the second year.
>   **Pass = 1 point; Failure = 0 points and placed on improvement plan with mandatory improvement or termination at the end of the second school year.**
>   **_____ Total Score is 1 or 0.**
>   **_____ TOTAL SCORE out of 100 points possible.**

PART B EVALUATION FORM FOR SECONDARY MEDIA SPECIALIST

A secondary media specialist receives the same grade as the school corporation but only after two years in the job.
>   Grade of A = 100 points = Highly Effective
>   Grade of B =   80 points = Effective
>   Grade of C =   60 points = Improvement Necessary
>   Grade of D =   40 points = Improvement Necessary
>   Grade of F =   20 points = Ineffective

Evidence: (None needed unless an area is deemed Improvement necessary to maintain his/her position.)

Part B Total Overall Score: _____(Out of a total 100 points possible)

Part B Evaluation Summary Comments:

Part A and Part B Total

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Total Points

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____**(Out of a total 200 points possible)**

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.
Teacher's Signature

_____
        (Teacher's signature does not automatically indicate agreement.)

TEACHER EVALUATION COMPONENTS AND FORMS
TEACHER AS AGENT OF CONTINUOUS IMPROVEMENT

CENTERVILLE~ABINGTON

COMMUNITY SCHOOL CORPORATION

Teacher as Agent of Continuous Improvement

Evaluation Manual
Adopted March 13, 2012

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Teacher as Agent of Continuous Improvement

TITLE: Teacher

QUALIFICATIONS: 1. A valid Indiana teaching license, certificate, or other legal credentials required for level of . Assignment.

2. Demonstrates continued professional development through coursework, research, seminars/workshops, and/or peer collaboration.

3. Has working knowledge of the subject matter, classroom management techniques, current research-based best practices and strategies, and students' learning styles and needs, both academic and affective.

4. Has working knowledge of leading curricular change, implementing instructional effectiveness, managing classroom learning, practicing reflective assessment, and building learning networks.

REPORTS TO: Principal and/or designee

JOB GOAL: In the best interest of every student, the teacher is committed to the belief that all students are unique and can learn. He/She creates an educational program that meets the diverse needs of all students.

PERFORMANCE RESPONSIBILITIES

1. Centerville-Abington teachers know the subjects they teach and how to teach those subjects to students.

2. Centerville-Abington teachers are committed to students and their learning.

3. Centerville-Abington teachers are responsible for managing and monitoring student learning. Centerville-Abington teachers select, adapt, and individualize materials appropriate for diverse student populations and skills

4. Centerville-Abington teachers think systematically about their practice, evaluate their own instructional effectiveness, and learn from experience.

5. Centerville-Abington teachers are members of learning communities. Centerville-Abington teachers collaborate with peers to develop, plan, and implement best practices based on the needs/abilities of the students.

6. Centerville-Abington teachers acquire knowledge of the goals of the Centerville-Abington Community Schools and site/School Improvement Plan (SIP) to support and achieve those goals.

7. Centerville-Abington teachers collaborate and communicate regularly with families in making educational decisions and use family and community resources.

8. Centerville-Abington teachers regularly utilize multiple forms of assessment to assess students' developmental, cognitive, and social needs and provide developmentally appropriate instruction to meet those needs.

This list is not conclusive, but denotes those areas of importance.

TEACHER CODE OF ETHICS

The following Code of Ethics sets forth standards of professional conduct for all teachers. This code applies to all persons licensed as teachers according to rules established by the Indiana Board of Teaching.

- A teacher shall provide professional educational services in a nondiscriminatory manner.

- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

- In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

- A teacher shall not deliberately suppress or distort subject matter.

- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

- A teacher shall not knowingly make false or malicious statements about students or colleagues.

- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Centerville-Abington Community Schools
Teacher Evaluation Process

Purpose

We believe the Centerville-Abington Community Schools is a learning community. In our learning community, learning for everyone – students, teachers, and administrators – is viewed as an ongoing process. The development of the Centerville-Abington Community Schools Teacher Evaluation process was a collaborative effort between the Centerville-Abington Education Association and the Centerville-Abington Community Schools Administration.

The purpose of the Centerville-Abington Community Schools Teacher Evaluation Process is threefold: 1) quality assurance; and 2) professional growth and development and 3) comply with Indiana State Code. Summative measures shall be used to evaluate performance as required by IC 20-18-2-22, IC 20-19-2-8, IC 20-28-6-7.5, IC 20-28-6-8, IC 20-28-7.5, IC 20-28-11.5-8 and LSA #11-405 (F) (affecting 511 IAC 10-6-4 Evaluation Measures Authority including IC 20-31-4, IC 20-28-11.5-8, IC 20-19-2-8, IC 20-35-5, IC 20-37-1-1, IC 36-1-7, 20-28-7.5, and 20-28-9-1). Summative and Formative data/evidence will be used to enhance professional practice.

The Six Domains of Teaching Responsibility

Six Domains of Teaching Responsibility serve as the cornerstone for Centerville-Abington's Teacher Evaluation Process. The Six Domains of Teaching Responsibility include: 1) Classroom Culture; 2) Purposeful Planning; 3) Effective Instruction; 4) Assessment; 5) Professional Leadership; and 6) Core Professionalism.

The Evaluation Cycle

Teachers shall be evaluated using multiple sources of evidence and data. A minimum of two classroom observations (at least one announced) shall be done annually. A formal conference must be held to share the final summative evaluation. Additional observations, evaluations, and professional/growth/improvement plans are to be completed as needed during the school year. At the summative conference, teachers will receive a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective. Any teacher receiving an *Ineffective* or *Improvement Necessary* rating at the summative evaluation conference will be provided with a Remediation Plan by the evaluator.

Evidence/Data to support documentation of Teaching Responsibility and the Six Domains will include:
~ Formal Classroom Observation

Additional evidence/data to support documentation of Teaching Responsibility and the Six Domains may include:

~ Classroom walk-throughs
~ Professional development activities/classes/coursework
~ Portfolios
~ Pre/Post Observation Lead Questions
~ Self-Reflection and Goal-Setting
~ Parent communication
~ Pre/Post observation conferences

Centerville-Abington Community School Corporation
Teacher Evaluation Program

Teachers
Teachers shall be evaluated using multiple sources of data/evidence. Two observations shall be done annually (minimum of one announced). Data/evidence from on-going formal and/or informal observations shall be collected throughout the year. Both formal and informal data/evidence shall be compiled and a written summative evaluation conference shall be completed annually.
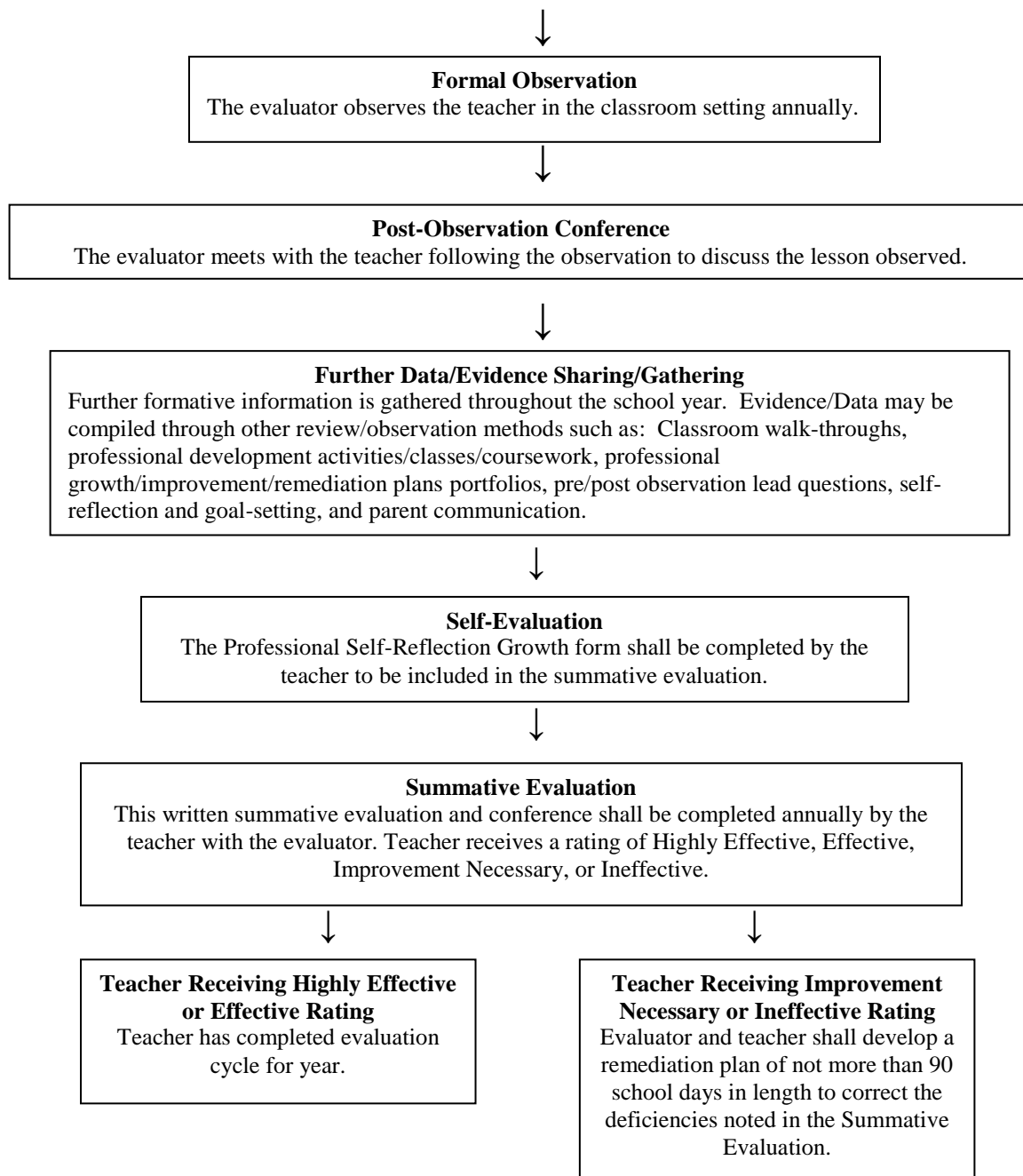

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Pre-Observation Conference
The evaluator meets with the teacher prior to the observation to discuss the classroom setting, learning goals, and areas of concern.

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Formal Observation
The evaluator observes the teacher in the classroom setting annually.

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Post-Observation Conference
The evaluator meets with the teacher following the observation to discuss the lesson observed.

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Further Data/Evidence Sharing/Gathering
Further formative information is gathered throughout the school year. Evidence/Data may be compiled through other review/observation methods such as: Classroom walk-throughs, professional development activities/classes/coursework, professional growth/improvement/remediation plans portfolios, pre/post observation lead questions, self-reflection and goal-setting, and parent communication.

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Self-Evaluation
The Professional Self-Reflection Growth form shall be completed by the teacher to be included in the summative evaluation.

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Summative Evaluation
This written summative evaluation and conference shall be completed annually by the teacher with the evaluator. Teacher receives a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective.

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Teacher Receiving Highly Effective or Effective Rating
Teacher has completed evaluation cycle for year.

Teacher Receiving Improvement Necessary or Ineffective Rating
Evaluator and teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the Summative Evaluation.

SUMMATIVE EVALUATION FORM FOR TEACHERS

Name _____

Evaluation Year _____

Grade Level/Subject_____School_____

Total Years Teaching Experience _____

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The criteria listed in each area of effective teaching will assist both teachers and administrators in the evaluation process. The criteria will allow evaluators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective, effective, progressing, or ineffective based on the evaluation criteria and student growth data.

Ratings for Each Statement in Each of the 6 Domains

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed. Score = 3
Effective - Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed. Score = 2
Improvement Necessary - Performance typically exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified. Score = 1
Ineffective - Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified. And an improvement plan will be developed.   Direct and immediate intervention is required by administrator. Score = 0

5 Domains: Classroom Culture
                   Purposeful Planning
                   Effective Instruction
                   Assessment
                   Professional Leadership

6th Mandatory Domain: Core Professionalism: Attendance, Tardies,
                                Policies/Procedures; and Respect/Rapport

Classroom Culture: Teachers create a classroom environment that fosters a climate of urgency and expectations around achievement and excellence, and respect. Scoring is a 3, 2, 1 or 0 for each question with 21 Points Possible

_____1. There is evidence that the teacher exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.
_____ 2. The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior.

_____3. There is evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement through an environment conducive to learning.
_____4. There is evidence of open communication both to and from the learner that is inclusive, flexible, and inviting thus establishing a nurturing learning environment.
_____5. Treats learners fairly and deals with classroom behavior in a consistent manner, so that inappropriate, off-task or challenging behaviors are addressed immediately and appropriately and there is no impact on learning.
_____ 6. There is evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.
_____ 8. Classroom procedures and routines are evident so the schedule and transitions maximize instructional time and allow for effective record keeping.

_____   Total score out of 21 points possible

Evidence (classroom rules, discipline logs, classroom observation, lesson plans, display of student work, classroom work samples)

Purposeful Planning: Teachers use content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans. Scoring is a 3, 2, 1 or 0 for each question with 15 points possible.

_____1. There is evidence that the teacher develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning and inform interventions throughout the year.

_____2. The teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards; matching instructional strategies to the lesson objectives; and designing routine assessments that measure progress towards mastery.

_____ 3. There is evidence that the teacher plans instruction by identifying content standards that students must master, articulating essential questions, creating assessments before instruction begins for backwards planning, and allocating an instructionally appropriate amount of time for learning.

_____ 4. There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding.

_____5. There is evidence the teacher plans instruction based upon knowledge of subject matter, student's interests, the community, and the curriculum goals in a culturally responsive manner.

_____   Total score out of 15 points possible

Evidence (unit plans, daily lesson plans, assessments, student learning goal sheets, assignment samples)

Effective Instruction: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. Scoring is a 3, 2, 1 or 0 for each question with 36 points possible.

_____1. The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring back to the objective at key points during the lesson.

_____2. There is evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Students can explain what they are doing and why. The students are actively engaged throughout the lesson.

_____3. Maximum instructional time is captured through well-executed routines, procedures and transitions, and efficient instructional pacing.

_____4. The teacher articulates and communicates clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners. The content delivered is factually correct, well-organized, and accessible and challenging to all students.

_____ 5. The teacher responds to students' answers by probing for higher level understanding in an effective manner.

_____6. There is evidence that the teacher differentiates delivery of instruction based on assessment data to get diverse student needs, and then considers learning styles to assess student progress.

_____ 7. Checks for understanding of content at key moments and modifies lessons accordingly.

_____ 8. The teacher routinely records student progress data, analyzes student progress toward mastery, and progress to students.

_____ 9. After analyzing data the teacher reteaches, modifies long-term plans, and modifies practice as appropriate.

_____10. The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

_____11. The teacher extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.

_____ 12. The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

_____ Total score out of 36 possible points

Evidence (clearly stated visible goals, teacher observation, lesson plans containing higher level questions and technology, data reports, student progress reports)

Assessment: Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. Scoring is a 3, 2, 1 or 0 for each question with 9 points possible.

_____1. There is evidence the teacher uses information gained from assessments to improve teaching practice and student learning.

_____2. There is evidence the teacher provides opportunities for students to assess themselves and others.

_____3. There is evidence the teacher teaches students to use peer and self-assessment feedback to assess their own learning.

_____ Total score out of 9 points possible

Evidence (data reports, analysis of data reports, student self-assessment forms)

Professional Leadership: Teacher develops and sustains the intense energy and leadership within their school community to ensure the achievement of all students. Scoring is a 3, 2, 1 or 0 for each question with 18 points possible.

_____1. The teacher contributes valuable ideas and expertise to the school community.

_____2. The teacher demonstrates a high regard for others and coaches them through difficult situations and collaborates with colleagues to make the school community successful.

_____3. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.

_____4. The teacher attempts to remedy obstacles in student achievement. There is evidence of commitment, hard work, patience, tenacity, and calculated risk to ensure student success.

_____5. The teacher interacts with parents and develops positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.

_____6. The teacher remains abreast of current research about student learning, child development, and new and innovative resources.

_____ Total score out of 18 points possible

Evidence (teacher observation, professional development logs, conference and meeting attendance, research sharing)

Mandatory Domain Core Professionalism: Each teacher must pass each of these mandatory core professional areas each year. If any of the four areas listed here are deemed unsatisfactory, the teacher will be notified annually of the improvements necessary. 4 Core Areas: Attendance; Tardies; Rules/Procedures/Policies; and Respect/Rapport

Pass = 1 point; Failure = 0 points

_____ Total Score is 1 or 0.

Total Possible 100 points
Student Achievement and Growth Data

Scoring: Part B score (100 points possible) will be calculated by the achievement of students in the classroom, based on objective data such as ISTEP, Student Learning Objectives, End of Course Assessments (ECA), and/or Locally Identified Assessments (LIA).

Teachers, in collaboration with evaluators, will determine appropriate and relevant data that will provide evidence of student growth. The data will be collected and presented at the time of the final evaluation. Student Growth Data will account for 50% of the total Summative Evaluation rating.

Grades 4 – 8 teachers must utilize ISTEP as the primary Achievement/Growth Data piece. Other achievement and growth data pieces may be utilized in compiling a teacher's Student Achievement/Growth Data score, yet ISTEP must be weighted the most of those pieces.

Sample Student Growth Criteria: 50% or 100 points
80-100% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a highly effective teacher. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.
60-79% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered an effective teacher. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.
40-59% of total students a teacher has any given year must pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a teacher in need of an improvement plan and is labeled as such. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.
Below 40% of total students a teacher has any given year do not pass at a rate of at least 80% correct responses on an end of course assessment and/or standardized test approved by the school corporation to be used for growth assessment to be considered a teacher in need of an improvement plan and is labeled as ineffective. In subjects tested by the state, those are mandatory in assessing a teacher and will compose the primary measure of student learning.

Sample Score for Student Achievement Growth Data Category 1: 50% or 100 pts. poss.
Growth for at least 80% of the students will result in a score of 80-100 points
Growth for 60-79% of the students will result in a score of 60-79 points
Growth for 40-59% of the students will result in a score of 40-59 points
Growth of 39.9% or fewer of the students will result in a score of zero 0-39 points

Sample Evaluation scoring: 84% pass rate = 84 points

"Those teachers who are required to use a state mandated assessment in the data component may use local assessments in addition to the state assessment. Grades 4-8 are required to use the state assessment as the primary piece of student data in a multiple assessment data piece." 51% / 49% Rule
Summary and Rating: Evaluation Instrument
Based on multiple observations and classroom visits, in addition to examination of student achievement data, the evaluator/s can make the following conclusions based evaluation criteria:

Indicator		Max. Poss. Pts.	Percent of Total

Classroom Culture		21	20%
Purposeful Planning		15	15%
Effective Instruction		36	35%
Assessment		9	12%
Professional Leadership		18	18%
Total	Category 2	99 + 1 = 100 Points	50%
Student Growth	Category 1	100 Points	50%

Sample Calculation for Evaluation Piece
Total points scored in five areas of evaluation comprises 50% of total scoring
Sample: 84 points scored in 5 domains plus 1 point in Mandatory Domain

Sample Total for Category 1 and 2: 84 + 84 = 168 = Highly Effective

Sample Overall Rating Scale from Evaluation and Achievement and Growth combined:

Key w/data	Optional Scoring + or - Pts	Rating
160-200 points		Highly Effective
140-159.999		Effective
120-139.999		Needs Improvement
120 and below		Ineffective

CENTERVILLE-ABINGTON COMMUNITY SCHOOL CORPORATION

TEACHER ASSISTANCE AND REMEDIATION PROGRAMS

Teacher Evaluation Program

Teacher Assistance Program

The Teacher Assistance Program is intended to provide assistance and support for teachers in teaching domain areas that need improvement. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. Evaluators must share that this program is an option as part of an on-going evaluation process.

If a teacher has received a rating of *ineffective* or *improvement necessary* rating in any of the six domains of any Formative Evaluation, the evaluator and/or teacher may decide to place the teacher on a Teacher Assistance Program. A teacher who receives a Summative Evaluation rating of *ineffective* or *improvement necessary* for one Summative Evaluation shall be placed on a Remediation Plan

The steps of the Assistance Program include:
- A. Summative Evaluation conference
- B. Assistance Planning conference
- C. Documentation

The activities during these steps will include:
- A. During an evaluation conference, the evaluator will discuss with the teacher the areas of concern. The teacher will be given a written copy of the following:
  - 1. Professional performance/teaching domain area(s) of concern.
  - 2. Specific, reasonable expectations, which would strengthen the teacher's performance.
  A date for an assistance planning conference will be mutually identified. A teacher may elect to notify the CEA that he/she has been placed on an Assistance Plan. The teacher shall be given the

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opportunity to respond, in writing, to this review, such response becoming a part of the employment file.

B. During the Assistance Planning conference, the teacher and evaluator will work, collaboratively, to outline deficiencies and a plan for improvement, using the Teacher Assistance Plan Form. The teacher may elect to have CEA representation at this and any subsequent meeting.

C. During the following school year:
The teacher will create a portfolio of work which addresses the weaknesses and which documents teacher strengths and/or improvements. This document may be placed in the employee's file. The evaluator is responsible to have documented-contact with the teacher throughout the year to dialogue and provide support.

D. At the end of the documentation year, the Summative Evaluation conference will be used to evaluate all domains as well as to review progress made on the Assistance Plan. At this time, the evaluator will inform the teacher whether or not sufficient improvement has been made in the area(s) identified in the Assistance Plan.

Teacher Remediation Program

A teacher who receives a Summative Evaluation rating of *ineffective* or *improvement necessary* for one Summative Evaluation shall be placed on a Remediation Program . The Teacher Remediation Program is intended to provide remediation of teaching domain areas for which a teacher has been deficient. The Superintendent or designee will notify the President of the CEA, in writing, that a staff member has been placed in the Teacher Remediation Program. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. The teacher may elect to have CEA representation at any Teacher Remediation Program conferences.

The steps in the Teacher Remediation Program include:

A. Planning conference
B. Plan activities
C. Teacher Self-Reflection report
D. Plan Evaluation conference

The activities during these steps will include:

A. The Planning conference will include the evaluator and the teacher. It may include the mentor-colleague. It may also include the Superintendent or designee and may include the CEA President or designee. The Remediation Program will be written in collaboration with the evaluator and the teacher. The Remediation Program will include:
   1. A list of the deficient teaching domains;
   2. A list of specific, reasonable performance expectations;
   3. A list of any professional development activities;
   4. A list of support provisions from the evaluator, the colleague-mentor, or others;
   5. A timeframe for completion of the plan with a maximum of 90 school days.

B. The teacher, evaluator, and mentor-colleague will carry out the activities outlined in the plan. The evaluator is responsible to have documented-contact with the teacher throughout the 90 school days to dialogue and provide feedback.

C. The teacher will complete the Teacher Self-Reflection report. The report will include a review of the improvement activities and how they have influenced the teacher's professional practice.

D. At the end of the 90 school days timeframe identified in the plan, the evaluator will conduct a Remediation Program Evaluation conference. The evaluator will submit a summative narrative detailing the assistance period and recommendations. Should the evaluator determine said deficiencies have not been corrected, the staff member may be subject to termination.

CENTERVILLE~ABINGTON COMMUNITY SCHOOL CORPORATION

DEFINITIONS

Teacher Evaluation Program

Definitions

Assessment – Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Core Professionalism – Each teacher must satisfactorily pass each of these mandatory core professional areas each year: Attendance, Tardies, Rules/Procedures/Policies, and Respect/Rapport.

Effective Instruction -   Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

Evaluation Comments – These statements are written by the evaluator as part of the summative evaluation conference form. These comments should reflect the proficiency level of the teacher in regards to each teaching domain found on the form. The teacher may be found to be proficient with distinction, proficient, have an emerging proficiency, or may need improvement for any one of the expectations within the five domains. Comments should also reflect material from the Professional Self-Reflection Growth Form submitted by the teacher.

> ❖ *Highly Effective*– Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Teacher serves as a model. Areas for professional growth are self-directed.
> ❖ *Effective* – Performance typically exhibits multiple strengths that favorably impact students and the school climate. Teacher serves as a model in some areas. Areas for professional growth are generally self-directed.
> ❖ *Improvement Necessary* – Performance typically exhibits strengths that impact favorably on students and school climate.
> ❖ *Ineffective*– Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by administrator.

Evidence of Student Growth (Gr. 3 – 8 will be using the Growth Model) -

PL 221 -   Public Law 221 (P.L. 221) is Indiana's comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 (prior to the Federal No Child Left Behind Act of 2001), the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state's ISTEP+ and End-of-Course Assessments.
- A (Exemplary Progress)
- B (Commendable Progress)
- C (Academic Progress)
- D (Academic Watch – Priority)
- F (Academic Probation – High Priority)

Definitions (continued)

Professional Leadership – Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement and growth of all students.

Professional Self-Reflection Growth Form – Allows the teacher to do a self-reflection of their professional experiences since the last evaluation. This form is to be completed by the teacher and given to the evaluator at the date requested before the written summative evaluation is completed.

Purposeful Planning – Teachers use content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. Guidance counselors may have weekly, monthly, and yearly plans rather than daily lesson plans.

Student Achievement and Growth Data – Teachers, in collaboration with administrators/evaluators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. The data will be collected and presented at the time of the final evaluation. Student Achievement Data will account for 50% of the total evaluation rating.

Teacher Assistance Plan – A collaborative plan developed by the evaluator and the teacher designated for assistance to improve identified deficiency in the teaching domain.

Teacher Remediation Plan – A plan developed by the evaluator for immediate and time-sensitive changes to improved identified deficiency(ies) in the teaching domain.

Part B - Student Achievement/Teacher Evaluation Plans

Student Achievement Data Centerville Senior High School – PART B

Scoring for Centerville Senior High School Teachers
Teachers, in collaboration with administrators, determined appropriate and relevant data that will provide evidence of student achievement and growth.
Scoring: 50% of total evaluation score (100 points) will be calculated by the achievement of students in the classroom, based on objective data such as End of Course Assessments (**ECA**), NWEA, and/or Locally Identified Assessment (**LIA**) based on Indiana State standards and a locally developed vocabulary assessment. Achievement will be based on # of students at 80% mastery on each data point. If a student is in a class for less than **30** school days per semester, that student may not count in the scoring.

English 10, Algebra 1 and Biology: This score must be tied to how well students score on the state-wide End of Course Assessment (ECA). For teachers who teach a combination of courses the score will be calculated from a combination of the rubrics. 1-2 Algebra I or English 10 ECA classes = 30%; 3 or more = 40%. For the remaining courses, the teacher's score will use the rubric listed below.
ECA 1-2 courses ECA 3 or more courses
ECA = 30% ECA = 40%
Vocabulary Assessment = 30% Vocabulary Assessment = 20%
LIA = 30% LIA = 30%
NWEA Reading = 10% NWEA Reading = 10%
1-2 Biology ECA courses = 15%; 3 or more ECA Biology courses = 20%. For the remaining courses, the teacher's score will use the rubric listed below.

ECA 1-2 courses ECA 3 or more courses
       ECA = 15% ECA = 20%
       Vocabulary Assessment = 25% Vocabulary Assessment = 20%
       LIA = 50% LIA = 50%
       NWEA Reading= 10% NWEA Reading = 10%

Science, Social Studies, Math, English, Business, Family and Consumer Science, Industrial Technology, Music, Physical Education, Health, Fine Arts
       All will develop Locally Identified Assessments (LIA) for each course he/she teaches that reflect the state student learning objectives outlined by DOE or from an accepted LIA assessment tool developed externally or internally. Each teacher will then be graded on how well his/her students did on the LIA, NWEA and the vocabulary assessment. The following rubric will be used:
              LIA = 80%
              NWEA Reading = 10%
              Vocabulary Assessment = 10%

Special Education: Any teacher who is designated "Teacher of Record" or "Teacher of Service" for students with disabilities. The scores of any special education student who does not accept services, will not impact the teacher's overall score. Data will be collected during annual case reviews throughout the school year. Sample scoring: Special Education-Diploma Students Special Education-Non-Diploma Students IEP goal attainment = 40% ISTAR goal attainment = 100%
                    ECA Improvement = 50%
                    NWEA Reading = 10%

Bonus Points:
       A teacher may earn bonus points based on the following school wide data:
       1. Graduation rate improvement: Any % increase amount, add 1-5 points to total score.
              A. 85%-89% graduation rate = add 1 point
              B. 90% or greater graduation rate = add 5 points.
       2. Percentage of total students taking an advanced placement course and receiving a score of 3 or higher on the advanced placement exam and/or percentage of student receiving three credits from a dual credit course.
              A. 20-29% = add 1 point
              B. 30-39% = add 3 points
              C. 40% or greater = add 5 points
       3. Overall school grade.
              School Grade of an A = add 5 points
              School Grade of a B add 3 points
              School Grade of C, D, F = add no points
       Sample Scoring: Part A + Part B, Plus Optional Scoring Added

Professional Observation: 84 points
Student Achievement Data: 84 points
Total adding both sections: 168 points
Add Optional points from above: 8 points

TOTAL POINTS: 176 TOTAL
       Overall Rating Scale from Part A and Part B combined
       Total Evaluation Score Subtotal + Optional Points Rating

160-200 points 168 + 8 = 176 total points Highly Effective
140-159 Effective
120-139 Improvement Necessary
Below 120 Ineffective

Student Achievement Data Centerville Junior High School Data – PART B

Scoring for Centerville-Abington Junior High School Teachers
Teachers, in collaboration with administrators, will determine appropriate and relevant data that will provide evidence of student achievement and growth.

Scoring: 50% of total evaluation score (100 points) will be calculated by the achievement of students in the classroom, based on objective data such as ISTEP, Student Learning. Objectives, NWEA, End of Course Assessments (**ECA**), and/or Locally Identified Assessments (**LIA**) based on Indiana State Standards and a locally developed vocabulary assessment. Achievement will be based on # of students at 80% mastery of each data point.

7th and 8th grade Language Arts teachers and math teachers: For these teachers, the ISTEP GROWTH SCORE *MUST* be the *PRIMARY* data piece used in Part B. Use the ISTEP+ growth model, NWEA and LIA's for each teacher and convert to a percentage which becomes the actual points for Part B. One can take the actual % of aggregate total number of students showing growth in state-wide testing and that % becomes a portion of that teacher's points for part B. ISTEP Growth Model data will be released by the Indiana Department of Education and the scoring will transfer into points in the following manner:

4 = 100 points
3 = 80 points
2 = 60 points
1 = 40 points

Sample Scoring: First determine what rounded percentage of the day a given ISTEP Growth Teacher teaches. 25%, 33%, 50%, 75%. 100%, etc. Then use the conversion table above for the ISTEP Growth piece and multiply that Growth Score from the DOE to the percentage chosen. Then the remaining % will be multiplied by the other data from classes not ISTEP Growth. So, if only one class is ISTEP, it is recommended that 25% be used for Growth and the remaining 75% be from the combination of all other classes. Review the chart below to observe the specific percentage designated for each type of assessment

Assessment Type Percent Designated
ISTEP+ Data 50%
LIA Data 30%
NWEA - Reading 10%
Vocabulary 10%
ISTEP+ Data 40%
ECA 1-2 courses 20%
LIA Data 20%
NWEA – Reading 10%
Vocabulary 10%

Science, Social Studies, Business, Technology, Music, PE, Fine Arts, Practical Arts, Media Specialist, Math, English not listed above, and Other: All will develop Locally Identified Assessments (LIA) for

each grade level he/she teaches that reflect the state student learning objectives outlined by DOE or from an accepted LIA assessment tool developed externally or internally. Each teacher will then be graded on how well his/her students did on the LIA. Vocabulary will also be one of the assessment types.

Assessment Type Percent Designated
LIA Data 80%
Vocabulary 10%
NWEA – Reading 10%

Special Education: Any teacher who is designated "Teacher of Record" or "Teacher of Service" for students with disabilities, except MO and Severe students, will be graded on the guidelines below. Teachers of MO and Severe students will be graded on goal attainment %. The scores of any special education student, who does not accept services, will not impact the teacher's overall scores. 80-100% of all students labeled with a disability score any improvement on the ISTEP scores from the previous year earns (actual % is points for Part B scoring) 60-79% earns (actual % is points for Part B scoring) 40-69% earns (actual % is points for Part B scoring) Below 40% earns (actual % is points for Part B scoring)

Optional for Special Ed: IEP goals attained can also be factored into Part B such as 80% of goals attained; 60%, etc. ISTAR can also be considered in terms of growth on the same percentages as above. Combining Two Scoring Factors into Part B:
   84% of students show improvement/meet goals on tests 55% x 84% = 42 points
   90% of students attain their IEP goals 45% x 90% = 45 pointsfor a total of 87 points for Part B.
Assessment Type Percent Designated
ISTEP+ Data 50%
LIA Data (IEP goals) 40%
NWEA – Reading 10%

ADD-ON SCORING:
A school corporation may choose to add or subtract points for each teacher based on schoolwide data. Some examples might be:
1. Overall school score may be used:
   School Grade of "A" = add 5 points
   School Grade of "B" add 3 points
   School Grade of "C" add 1 point
   School Grade of "D" subtract 3 points
   School Grade of "F" subtract 5 points
2. Any improvement in overall school score, one full letter grade adds 1-5 points to score.
3. Attendance rates and disciplinary factors could also be incorporated.
   Sample Scoring: Part A + Part B, Plus Optional Scoring Added

Professional Observation: 84 points
Student Achievement Data: 84 points
Total adding both sections: 168 points
Add Optional points from above: 8 points
Add or subtract school grade: **"**A" = 5 points

TOTAL POINTS: 181 TOTAL Points for Parts A & B
Overall Rating Scale from Part A and Part B combined

Total Evaluation Score Subtotal + Optional Points Rating
      160-200 points 168 + 8 + 5 = 181 total points Highly Effective
      140-159 Effective
      120-139 Improvement Necessary
      Below 120 Ineffective

Student Achievement Data – Part B
Scoring for Rose Hamilton Elementary School

Kindergarten, 1st and 2nd Grade Teachers

All tied to student test scores in combined Math and Reading sections of NWEA, mClass standardized tests and the LIA NCA Vocabulary Test.

80–100% pass rate for all three tests. (Actual % is points for Part B scoring)
60-79% earns (Actual % is points for Part B scoring)
40-59% earns (Actual % is points for Part B scoring)
Below 40% earns (Actual % is points for Part B scoring)

The chart below gives the specific percentage designated for each type of assessment.

Assessment Type	Percent Designated
NWEA	45%
mClass	45%
Vocabulary	10%
School Grade (Bonus Points)	5/A; 3/B; 1/C

Example of Combining Scoring Factors into Part B:

90% of students show proficiency on NWEA test   90% X 45% = 41 points
84% of students show proficiency on mClass test   84% X 45% = 38 points
80% of students show proficiency on Vocabulary test   <u>80% X 10% = 8 points</u>
                                   87 points

*Add on up to 5 more points for School Grade

Student Achievement Data-Part B
Scoring for Centerville-Abington Elementary School and
Rose Hamilton Elementary School

SPECIAL EDUCATION TEACHER
SPEECH & HEARING SPECIALIST

All tied to IEP student test scores in combined Math and Reading sections of ISTEP or mClass, NWEA, and IEP Goals.

The chart below gives the percentage designated for each type of assessment. Special Education teachers will use ISTEP, NWEA, and IEP Goals.

ASSESSMENT TYPE	*PERCENT DESIGNATED*
ISTEP or mClass	10%
NWEA	10%
IEP Goals	80%
School Grade (Bonus Points)	5/A; 3/B; 1/C

Example of Combining Scoring Factors into Part B:

64% of students show proficiency on ISTEP test or mClass 64% X 10% = 6 points
72% of students show proficiency on NWEA test 72% X 10% = 7 points
90% of students achieve goals in IEP 90% X 80% = 72 points

<div align="right">85 points</div>

*Add on up to 5 more points for School Grade

Student Achievement Data–PART B
Scoring for Centerville-Abington Elementary Teachers

Teachers, in collaboration with administrators, will determine appropriate and relevant data that will provide evidence of student achievement and growth.

Scoring Grade 3:
- ▶ 46% of total evaluation score (100 points) will be calculated by the number of students passing reading and math on ISTEP in the classroom
- ▶ 44% of total evaluation score (100 points) will be calculated by the number of students meeting the NWEA Target Rit on reading and math in the classroom
- ▶ 10% of total evaluation score (100 points) will be calculated by the number of students obtaining 80% or higher on the vocabulary tests on four core subjects in the classroom

Scoring Grade 4:
- ▶ 46% of total evaluation score (100 points) will be calculated by the number of students passing reading, math, science, on ISTEP, in areas taught by individual teacher, in classrooms
- ▶ 44% of total evaluation score (100 points) will be calculated by the number of students meeting the NWEA Target Rit on reading, and/or math, in areas taught by individual teacher, in classrooms
- ▶ 10% of total evaluation score (100 points) will be calculated by the number of students obtaining 80% or higher on the vocabulary tests on four core subjects in the classroom, in areas taught by individual teacher, in classrooms

Scoring Grade 5:
- ▶ 46% of total evaluation score (100 points) will be calculated by the number of students passing reading, math, social studies, on ISTEP, in areas taught by individual teacher, in classrooms
- ▶ 44% of total evaluation score (100 points) will be calculated by the number of students meeting the NWEA Target Rit on reading, or math, in areas taught by individual teacher, in classrooms
- ▶ 10% of total evaluation score (100 points) will be calculated by the number of students obtaining 80% or higher on the vocabulary tests of four core subjects in the classroom, in areas taught by individual teacher in classrooms

Scoring Grade 6:
- ▶ 46% of total evaluation score (100 points) will be calculated by the number of students passing reading, math, science, on ISTEP, in areas taught by individual teacher, in classrooms

- 44% of total evaluation score (100 points) will be calculated by the number of students meeting the NWEA Target Rit on reading, or math, in areas taught by individual teacher, in classrooms
- 10% of total evaluation score (100 points) will be calculated by the number of students obtaining 80% or higher on the vocabulary tests of four core subjects in the classroom, in areas taught by individual teacher in classrooms

ASSESSMENT TYPE	PERCENT DESIGNATED
ISTEP (Pass)	46%
NWEA (Target Rit)	44%
Vocabulary Test (80%)	10%
School Grade (Bonus Points)	5/A; 3/B; 1/C

Example of Combining Scoring Factors into Part B:

84% of students show proficiency on ISTEP test   84% X 46% = 38 points
90% of students show proficiency on NWEA test   90% X 44% = 41 points
80% of students show proficiency on Vocabulary test   80% X 10% =   8 points

$$\qquad\qquad\qquad\qquad\qquad\qquad\qquad 87 \text{ points}$$

*Add on up to 5 more points for School Grade

Scoring Related Arts, 6th Grade Social Studies, 5th Grade Science:
- 80% of total evaluation score (100 points) will be calculated by the number of students passing LIA (Locally Identified Assessment) at CAE with a score of 80% or higher
- 10% of total evaluation score (100 points) will be calculated by the number of students in grade level that meet NWEA Target Rit on reading at CAE
- 10% of total evaluation score (100 points) will be calculated by the number of students obtaining 80% or higher on the vocabulary tests given to a particular grade level at RHE

ASSESSMENT TYPE	PERCENT DESIGNATED
LIA (CAE)	80%
NWEA Reading (CAE)	10%
NCA Vocabulary Test (RHE)	10%
School Grade (Bonus Points)	5/A; 3/B; 1/C

Example of Combining Scoring Factors into Part B:

84% of all students show proficiency on LIA test   (80%)   84% X 80% = 67 pts.

87% of all students show proficiency on NWEA Rdg (Target Rit) 87% X 10% = 9 pts.

90% of all students show proficiency on Vocab Test (80%)   90% X 10% = 9 pts.

<div align="center">85 pts.</div>

*Add on up to 5 more points for School Grade

Scoring Special Education Teachers (TOS)

- ▶ 80% of total evaluation score (100 points) will be calculated by the number of students who achieve their goals on their IEP's
- ▶ 10% of total evaluation score (100 points) will be calculated by the number of students who pass ISTEP on the designated area of identification
- ▶ 10% of total evaluation score (100 points) will be calculated by the number of students who meet the NWEA Target Rit on the designated area of identification

ASSESSMENT TYPE	PERCENT DESIGNATED
ISTEP IMASTor mClass	10%
NWEA (target RIT)	10%
IEP Goals (Progress Monitoring)	80%
School Grade (Bonus Points)	5/A; 3/B; 1/C

Example of Combining Scoring Factors into Part B:

64% of students show proficiency on ISTEP test or mClass 64% X 10% = 6 points

72% of students show proficiency on NWEA test   72% X 10% = 7 points

90% of students achieve goals in IEP   90% X 80% = 72 points

<div align="center">85 points</div>

*Add on up to 5 more points for School Grade

SCORING BONUS FOR ALL:

- ▶ A school grade bonus will be added for each teacher according to the yearly grade designated to the school by the state, in the following manner: A=5 pts. B=3 pts. C=1 pt.

Centerville Senior High School

"Educated For Success"

MS. TAMMY L. CHAVIS   MR. MIKE L. McCOY
PRINCIPAL   ASSISTANT PRINCIPAL

Dear Mr. Stevenson and Indiana Department of Education Officials,

As President of the Centerville-Abington Education Association, I am pleased to report that the Centerville-Abington Community School Corporation's (CASC) Evaluation Manual as presented on March 15, was approved by the certified teachers who were present during the voting process.

According to state law, 75% of those teachers must vote yes on the manual for it to be adopted by the school corporation. After the votes were tallied, 100% of those present voted to adopt the evaluation manual as presented bythe CEA President and fellow committee members.

The CEA would like to deeply thank the Superintendent and CACS Administration officials for working closely and collaborating heavily on the evaluation tool to ensure Centerville-Abington Community Schools continues today and far into the future to be rated an A school district according to IDOE formulas. With the adoption of this evaluation manual, the community can be sure that the most highly qualified and most effective teachers continue to practice their craft within the Centerville-Abington Community schools and are rewarded for doing so.

Sincerely,

Mr. Brad Ream M.Ed
Social Studies Dept.
Centerville-Senior High School
CEA President

Official Affidavit of Development and Training for
Centerville-Abington School Corporation's Summative Evaluation Process for Teachers and Administrators

To Whom It May Concern:

This affidavit is to confirm that all teachers, administrators and the district superintendent at Centerville-Abington School Corporation have completed 16-20 hours of intensive development and training on all aspects of the teachers' and administrators' summative evaluation processes. This training was completed on August 16, 2012. All teachers, administrators and superintendent now have the knowledge, ability and expertise to fulfill all state requirements for these respective summative evaluations.

Respectfully submitted to Centerville-Abington School Corporation on
August 16, 2012.

Dr. Robert E. Brower, Electronic Signature

Dr. Robert E. Brower, Consultant for Administrator Assistance.

Standard for Success Online Evaluation Tool

Standard for Success online evaluation tool allows our school to automate and organize the data collection and management of certified staff evaluations in a manner that makes the observations meaningful and drives pedagogical change.
The Building Administrator has:
- 24/7 Access
- Mobile compatible for quick Walk-Throughs
- Automatic timestamps during scripting
- Indicators code matched to scripting
- Multiple sorting options
- Color coded for quick evaluation
- Drill down to get data specific data on specific groups
- View compiled data for building level decision making
- Add and respond to comments
- View historical data

The District Administrator has:
- 24/7 Access
- Mobile compatible for quick Walk-Throughs
- District/School/Admin Summaries
- District/School/Admin Comparisons
- Drill down to get specific data on specific groups
- View historical data
- View compiled data for district level decision making

The Teacher has:
- 24/7 Access
- View and print evaluations
- Perform self-evaluations
- Perform peer evaluations
- Add comments to evaluation
- Pre/Post Observation forms
- Upload artifacts and supporting evidence
- Access historical evaluations

Other Training in use of evaluation tools

Teachers were trained for three hours in the use of the "Standards for Success" evaluation tool by a person from that company in August 2012.
Administrators were trained for six hours in the use of "Standards for Success" evaluation tool by a person from that company in June and September 2012.
The School Board has been trained for two hours in the use of the superintendent evaluation tool which was provided by Indiana School Board Association in June 2012 and September 2012.

Board Approval of Evaluations
The school board approved this document containing all certified staff evaluations on Wednesday, November 14, 2012.

November 14, 2012 Version.